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ABSTRACT

This document reports on the formalization of objectives, progress, and priorities of the five-year-plan of the Department of Speech Communication at the University of Oklahoma. The document presents a rationale and criteria for program planning based on the three major national conferences of the Speech Communication Association--The Wingspread Conference, the St. Charles Conference on Rhetoric, and the New Orleans Conference on Conceptual Frontiers. This document specifically addresses faculty planning, student planning, academic program planning, administration and services planning, and financial and resources planning, and presents a statement of objectives, a description of progress to date, and a list of priorities for each of those sections. The final section presents a summary of the New Orleans Conference Resolutions as they relate to research, teaching, and services, and these resolutions are discussed in terms of the priorities established in the University of Oklahoma Department of Speech Communication. (Author/RB)

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Dr Hill

FIVE YEAR PLAN (1975-1980)

DEPARTMENT OF SPEECH COMMUNICATION

UNIVERSITY OF OKLAHOMA

APRIL 1, 1975

Prepared and Submitted by the Faculty of the Department of Speech Communication Under the Chairmanship of H. Wayland Cummings

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ABSTRACT

This document, representing the Five-Year-Plan of the Department of Speech Communication, is the formalization of objectives, progress, and ordered priorities since 1969. The document presents a rationale and criteria for program planning based on the three major national conferences of the Speech Communication Association--The Wingspread conference, the St. Charles Conference on Rhetoric, and the New Orleans Conference on Conceptual Frontiers--held in 1968 and 1970.

In response to the Provost's request to construct a five-year-plan (1975-1980), this statement has as its purpose statements of objectives, progress from 1969 to 1975, and ordered priorities for 1975 to 1980. The Provost has requested that this document deal with priorities in order of: I. Faculty Planning; II. Student planning; III. Academic Program Planning; IV. Departmental Administration and Service Planning, and V. Financial and Other Resource--Operational and Capital Improvements--Planning. Under each section, this document discusses its statement of objectives, progress to date, and ordered priorities. More is revealed, however, in Section VI which is the Project Summary, Timing and Planned Evaluations. In this section, the document presents a summary of the New Orleans Conference Resolutions as they are related to research, teaching, and service. The Department has ordered its own priorities in these terms, emphasizing first research, secondly teaching, and thirdly service. Most importantly, the document presents a summary of its priorities following each set of recommendations regarding research, teaching, and service. This represents a clear and integrated picture of priorities for the department.

Thirteen research priorities are presented (pp. 46,47), which include: Expansion in faculty research expertise in mass communication and speech education; four new graduate research assistants; data gathering and analysis equipment for the Speech Communication Research Laboratory; increased C-budget support for research purposes; change in research priorities of Central Stenographic Services; establishment of an OU Roundtable on Communication Studies; funding of a Colloquia Series; secretarial support for research; a graduate research excellence award; involvement of undergraduates in research, and the endowment of a chair of oratory.

Fifteen teaching priorities are described (pp. ,), including: Resolution of university support for television instruction and the accompanying role of cable television; funding of equipment needs in linguistics; adequate funding of C- and B-budgets; funding of teaching associates in linguistics, speech education, broadcasting, forensics, and general communication; space and equipment allocations for a learning resource center;

a teaching excellence award for graduate students; creation of a regularized method of data collection on graduate students, and creation of a program in individual and group advisement of undergraduates.

Finally, fourteen service priorities are offered (pp.): Reorganization of the clinic, including adoption of a fee schedule; funding of one auditory rehabilitation specialist; attainment of 8-10 percent annual increase in gross sales by KGOU-FM; funding of two clinical supervisors for the Speech and Hearing Clinic; funding of four minority-group graduate assistants and four minority-group undergraduate assistants; demonstration of "proof of performance" for KGOU-FM through purchase of needed equipment; funding of a service excellence award for graduate students; involvement of graduate and undergraduate students in service activities; funding of KFOU-FM service improvement equipment, and funding of KGOU-FM Class C FCC license.

Obviously, any long-range program planning requires a balancing between reality and idealizations in funding. Thus, the final part of Section VI presents a priority list in terms of funding. The statement indicates what will happen if no increases are forthcoming in the next five years, followed by conjoint proposals of research, teaching, and service priorities in increments of $25,000.00. However, this plan projects over the next five years a 56% increase in A-, B-, and C-Budgets combined. This represents a realistic proposal. All other increases in income are expected through grant agencies. We believe the Department of Speech Communication is in an important growth pattern--national in scope, and scholarly in emphasis. We welcome the strong support of those administrators whose function is to advocate the strongest possible academic units the university can provide.

Finally, we have taken this task seriously enough to invest in the objective evaluation of four nationally known scholars who participated in the New Orleans Conference which is so much a part of this proposal. They include: Dr. Theodore Clevenger, Assistant Provost at Florida State University and former President of the Speech Communication Association; Dr. Samuel Becker, Chairman of the Department of Speech and Theatre Arts at the University of Iowa and Past-President of the Speech Communication Association; Dr. Thomas Scheidel, former Editor of the Quarterly Journal of Speech and Professor at the University of Wisconsin, and Dr. Kenneth Sereno, a distinguished scholar and researcher in Speech Communication at the University of Southern California.

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INTRODUCTION, DISCUSSION OF RATIONALE AND CRITERIA FOR PROGRAM PLANNING

The Department of Speech Communication welcomes the formal request of Provost Hunsberger's Policy Memo 74/7 of 9-3-74 urging each academic unit to "determine and to articulate its mission through consultation and interaction with faculty, students, and administrative officers," and "to develop a list of priority needs and objectives to accomplish its mission."

The concern over the role and function of the Department of Speech Communication at the University of Oklahoma has been a major concern to the faculty. Our academic area is a relatively new area, forming initially as a "rump" interest group from the field of English in 1914. Caught in a society that is swiftly changing, and a prevailing scholarly concern nationally about the focus of our discipline, much of the effort required for this immediate exercise already has been aimed in a precise direction.

The field of speech in higher education has been on the horns of the dilemmas of art versus rhetoric, curriculum versus scholarship, science versus humanism, and rhetorical criticism versus experimental methodology. It is against this backdrop that we have been directing our efforts at least since 1969; for some, much longer.

While elements of concern about the future growth and development of the University of Oklahoma Department of Speech Communication pre-date 1969, the major work of specification of our mission began with the naming of Professor William Carmack as Chairman in December, 1969.

Three national conferences, employing the current major scholars of our field (See Appendix A), were held in 1968 and 1970. The first conference, funded by the Arts and Humanities Program of the United States Office of Education, was held in the Spring of 1968 at New Orleans. Two subsequent conferences--The Wingspread Conference, held in January, 1970 in Racine, Wisconsin, and the National Conference on Rhetoric, held in May, 1970 in St. Charles, Illinois--were funded by the National Endowment for the Humanities. The criteria developed at these conferences are the yardsticks for measuring any university's national recognition of its Department of Speech Communication.

The Department of Speech Communication at the University of Oklahoma generally adopted the recommendations from these conferences, and has made a consistent and concerted effort to remake this department into

a model national program. We feel this has been done in many ways, including recruitment of faculty since 1969, reorganization of departmental administrative procedures, and the model development of both undergraduate and graduate curricula.

In convening the conference in New Orleans, Professor John E. Dietrich described the field of Speech Communication as interdisciplinary (not yet ready to be classified as a discipline), and as a "major field in transition." Forty-six recommendations were made by leading scholars in our field in an effort to "stimulate effective research and instructional programs focused on the scientific study of speech communication behavior"* and that applications of principles in speech communication be made "at the societal level which relate to people who, through cultural degradation or problems related to health or accident of birth, are helped to become productive members of our society."*

It is clear from the foregoing statements that the general terms of teaching, research, and service as indicated in Provost Hunsberger's Policy Memo 74/7 are relevant. The specific operationalizations, however, must account for the considerable effort expended by the work of the New Orleans, Wingspread, and St. Charles conferences. The referent groups for our scholarly efforts here are: (1) the national concerns of our peers which account for the state of the field, (2) the specific needs of this department to meet those goals, and (3) the social and fiscal responsibilities we have to the University and the citizens of Oklahoma.

Obviously, teaching, research and service are interdependent, and no major university such as the University of Oklahoma can adequately perform its function without this awareness. Furthermore, it is particularly true of those scholars in the field of speech communication. As Provost Hunsberger's Policy Memo 74/7 states:

> ". . . Through research, a teacher constantly is exposed to new ideas, thus increasing the likelihood that his teaching at all levels will be lively and up-to-date. On the other hand, research ideas suitable for investigation by students often develop from problems identified in teaching. . . .
> . . . . . .
> (and) . . . a professor at a public-supported institution such as OU also is expected to utilize his professional competences, as appropriate, in a variety of public service activities."

We would make the emphasis on service even stronger. A social scientist, and specifically a speech communication scholar, has as his subject matter

*Kibler, Robert J., and Barker, Larry L. (eds.). Conceptual Frontiers in Speech Communication: Report of the New Orleans Conference on Research and Instructional Development. New York: Speech Communication Association of America, 1969.

and data the human being. Different from natural scientists, the social scientist has a direct and compelling responsibility to direct his research and scholarly efforts toward service to the social and cultural constituency of which he is a part.

The Department of Speech Communication believes that the major effort required over the next five years (1975-1980) is to: (1) Increase its emphasis on research, both theoretical and applied; (2) Direct its teaching function to reflect the research interest of the field of speech communication, and to provide and utilize the most student-efficient methods available, and (3) Aim our service energies toward the continued alignment of departmental effort to our national goals of self-identity and national scholarly influence. Furthermore, our service functions should be directed toward the application of our research and knowledge to specific social problems in the public and governmental sectors of our community, state and nation.

A number of important operational goals, developed from the national conferences held by our area, are applicable to this department. Some have already been adopted.

We will present these in relation to research, teaching, service and non-classified as marking the philosophic and operational goals of this department since 1969. Some we have already accomplished. Others will be part of our plan for the next five years.

RESEARCH

1. The importance of a scientific approach in speech communication research must be stressed (New Orleans Recommendation No. 1)*.

2. The importance of making scholars aware of research in related fields; to contribute to research findings to those fields, and to participate in research programs with scholars in related areas of study (New Orleans Recommendation Nos. 5,6)*.

3. The importance of research on communication dimensions of current individual and social problems (New Orleans Recommendation No. 10, 11)*.

4. To conduct research representing the area of speech communication as it is applicable to various levels of government (New Orleans Recommendation No. 12)*.

5. To present research and pertinent content to the general public through appropriate channels, including "popular publications," and any media that will increase the influence of the profession (New Orleans Recommendation No. 15)*.

6. To conduct research programs defining the outlines of speech communication theories (New Orleans Recommendation No. 28)*.

*See Appendix A

7. To conduct research programs emphasizing interactive, on-going process nature of speech communication (New Orleans Recommendation No. 29)*.

8. To conduct research leading to more precise definitions of independent and dependent variables influencing characteristics of messages and their effects (New Orleans Recommendation No. 30)*.

9. To conduct research relating speech communication theories to theories and research of related areas of study (New Orleans Recommendation No. 31)*.

10. To conduct research on the generalizability of speech communication research to pressing social and intercultural problems (New Orleans Recommendation No. 32)*.

TEACHING

1. To represent the area of speech communication to various areas of government in instructional programs (New Orleans Recommendation No. 31)*.

2. To develop a scientifically based instructional program (New Orleans Recommendation No. 16)*.

3. To develop a systematically articulated program of speech communication instruction extending from pre-school through graduate programs (New Orleans Recommendation No. 17)*.

4. To make available speech communication courses to interested students in other academic areas of study (New Orleans Recommendation No. 18)*.

5. To develop courses on instructional communication processes for <u>all</u> prospective teachers, including those who plan on teaching in higher education (New Orleans Recommendation No. 19)*.

6. To provide conferences, colloquia, and honors programs for outstanding students of speech communication, both within the university, regionally, and nationally (New Orleans Recommendations 20,21,23)*.

7. To establish research libraries, tape and film repositories for use in research and teaching, to publish information to facilitate access to such resources (New Orleans Recommendation No. 25)*.

8. Criteria for admission to graduate programs should not restrict those whose undergraduate programs are in other areas (New Orleans Recommendation No. 33)*.

9. Recruit graduate students at local, national, and international levels representing broadly-based cultural, geographical, and racial groupings (New Orleans Recommendation No. 34)*.

*See Appendix A

10. Research and develop better instruments for predicting success of graduate students (New Orleans Recommendation No. 35)*.

11. Undergraduate courses should be developed and/or modified to include recent research and theory in speech communication (New Orleans Recommendation No. 36)*.

12. To provide opportunities for undergraduate students to participate in research, including directed readings and independent study (New Orleans Recommendation No. 37)*.

13. To develop experimental courses of special undergraduate interest or developing knowledge, utilizing speech communication research (New Orleans Recommendation No. 38)*.

14. To incorporate into the undergraduate program course work formerly identified as primarily graduate work (New Orleans Recommendation No. 39)*.

15. To incorporate in the first year of graduate study courses in: (a) contemporary theories and research; (b) development of rhetorical theory, (c) philosophy of science; (d) development of rhetorical theory, and (e) language structure and meaning (New Orleans Recommendation No. 40)*.

16. To involve graduate students in research and publication at all levels of graduate training (New Orleans Recommendation No. 41)*.

17. Second and third year graduate students should specialize in a relatively narrow subdivision following a first-year general studies program and a determination of competence (New Orleans Recommendation No. 42)*.

18. Second and third year graduate students should be encouraged to take courses from other academic units that are related to his area of specialization (New Orleans Recommendation No. 43)*.

Related areas might be:

Social psychology
Game theory
Social Science Research Methods
Cultural anthropology
Proxemics
History
Geography
Language Acquisition
Child Development
Public Opinion
Information Theory
Computer simulations
Cybernetics
Research design
Linguistics
Sociology
Political Science
Urban sociology
Semantics
Learning Theory
Personality
Historical-critical Research Methods

*See Appendix A

19. Graduate programs should be modified to include periods of field internship, teaching internship and/or research apprenticeship such as at mental hospitals, overseas, ghetto areas, etc. (New Orleans Recommendation No. 44)*.

SERVICE

1. To conduct research and apply communication principles to problems in the academic community (New Orleans Recommendation No. 7)*.

2. To create "communication task forces" to gather data on the communication dimensions of crises and traumatic events [such as prison riots, etc.], and offer expert advice and counsel where appropriate and requested. (New Orleans Recommendation No. 24)*.

NON-CLASSIFIED

1. To include a broader cultural, geographical and racial representation of students and faculty in the area (New Orleans Recommendation No. 14)*.

2. To create and provide additional time for faculty to augment research and information competencies needed for excellence in research and instruction (New Orleans Recommendation No. 22)*.

3. To establish interdisciplinary ties at all levels with other professional groups such as Linguistic Society of America, American Political Science Association, American Educational Research Association, American Psychological Association, and others (New Orleans Recommendation No. 32)*.

4. To establish communication research laboratories or centers for the purpose of: (a) providing for facilities for interested speech communication scholars to meet and work; (b) consolidating faculty resources to deal more effectively with specific speech communication problems, and (c) providing resources and facilities to train graduate students effectively. Adequate released time for research by faculty members, clerical staff, research assistants, supplies and equipment are critical. These centers should be interdisciplinary in nature, including faculty from related areas (New Orleans Recommendation No. 45)*.

While this opening statement of the philosophical objectives of the department has not been brief as requested, we are considering this document as an important statement which will aid the administration of the University of Oklahoma and the College of Arts and Sciences to understand our efforts thus far. Furthermore, it is within this detailed statement that we welcome this exercise as a guiding influence on the department in its evaluation of faculty, students, academic programs, administrative functions within the department, and our financial priorities. We view the Provost's request as adminis-

*See Appendix A

trative support of our six-year-old effort, not a request to begin progress.

With this rationale in mind, we will organize the remaining report into the categories delineated by the 74/7 Memo, with each major category dealing consecutively with the following subcategories: (A) Statements of Objectives; (B) Progress to Date (1969-1975), and (C) Ordered Priorities for 1975-1980. The New Orleans Conference Recommendations, supplemented with the conceptual concerns of the Wingspread and St. Charles conferences which were previously related in this memo, are the overall goals we seek for this department. We are achieving national recognition of this department, and we intend to intensify that recognition within the limits of university and state support provided for us. Furthermore, although we view our task in the next five years as improving the level of research and scholarship in the department, we remain strongly committed to excellence in teaching. Indeed, with a department of our size, the primary percentage of our FTE must be teaching.

I. FACULTY

A. Statement of Objectives.

1. Our faculty must be able--with few, but specific exceptions--to conduct quality research, generally along the lines of:

a. Current individual and social problems (See New Orleans Recommendation Nos. 5,6).

b. Speech communication theories as they are applicable to various levels of government (See New Orleans Recommendation No. 12).

c. Interactive, on-going, process nature of speech communication (See New Orleans Recommendation No. 29).

d. Precision in definition of independent and dependent variables influencing characteristics of messages and their effects (See New Orleans Recommendation No. 30).

e. Relationship between theories of speech communication and other theories and research in related areas of study (See New Orleans Recommendation No. 31).

f. Generalizability of speech communication research to pressing social and intercultural problems (See New Orleans Recommendation Nos. 24,32).

g. Function of principles of speech communication in instructional settings (See New Orleans Recommendation Nos. 19,20, 21,23,25,33,35,38,7).

h. Definition of the outlines of speech communication theories (See New Orleans Recommendation No. 28)

2. Our faculty must be attitudinally disposed to cooperate with the several areas within the department, and to cooperate with faculty in related disciplines (See New Orleans Recommendation Nos. 5,6,15,31,17,18,34,43,44).

3. Our faculty must be disposed to imaginative curriculum development without being indiscriminately and meaninglessly tied to tradition (See New Orleans Recommendation Nos. 17,18,19,20,21,23,25,33,36,37, 38,39,40,44).

4. Our faculty must be outstanding teachers, both in the classroom at the graduate and undergraduate level, and in the creative conduct of independent student research (See New Orleans Recommendation Nos. 18,19,20,21,23,25,34,37,38,39,31,44,24,22,45).

5. Our faculty must be committed to affirmative action efforts to attract students, teachers, and other professionals to the field who are members of minorities (See New Orleans Recommendation Nos. 14,10,11,32,18,33,34,38,7,24).

6. Our faculty must be committed to the social significance and application of theories and research in speech communication to social problems (See New Orleans Recommendation Nos. 10,11,31,32, 34,38,44,24,14).

7. Our faculty must provide continued and improved university and community service, utilizing its expertise in the several divisions which are a part of the concerns of experts in speech communication (See New Orleans Recommendation Nos. 5,6,10,11,15,32,31,17,20,21, 23,38,7,24,32).

8. Our faculty must place high value on self-improvement, including the seeking of funding where necessary to augment research and information competences needed for excellence in both research and instruction (See New Orleans Recommendation No. 22).

B. Progress to Date (1969-1975)

1. All Graduate Faculty hiring since 1969 have required indications of quality research competencies:

a. H. Wayland Cummings (hired, 1970) Expertise in quantitative research methods and communication theory (from Michigan State University, Ph.D., 1970.)

b. Richard E. Talbott (formerly instructor in the department, but hired as Assistant Professor, 1973)--Research expertise in neuro-physiological measurement and theories (from University of Oklahoma Medical Center, Ph.D., 1973).

c. David Jaffe (hired 1972)--Research expertise in mass communication theory (from University of Iowa, Ph.D., 1971).

d. Roger Babich (hired 1972)--Research expertise in information theory (from University of Colorado, Ph.D., 1971).

e. L. Blaine Goss (hired, 1972)--Research expertise in verbal behavior, cognitive processes (from Michigan State University, Ph.D., 1971).

f. Ralph Cooley (hired,1974)--Research expertise in linguistics (from University of Michigan, Ph.D., 1974).

g. Lynda Kaid (hired, 1974)--Research expertise in mass communication and political science (from Southern Illinois University, Ph.D., 1974).

Graduate Faculty remaining from prior to 1969 include:

a. William R. Carmack (hired 1958; rehired in 1969 as Chairman after 5-year absence in Federal Government)--Research expertise in Greek Rhetoric, and social influence; (from University of Illinois, Ph.D., 1958).

b. L. Brooks Hill (hired, 1968)--Research expertise in criticism, modern rhetorical theory, and semantics (from University of Illinois, Ph.D., 1968).

c. Paul A. Barefield (hired, 1966)--Research expertise in Public Address, social protest movements, and the law and communication (from Louisiana State University, Ph.D., 1966).

Non-graduate Faculty include:

a. Ruth Hankowsky (hired, 1959)--Primarily hired to teach speech education, and perform teacher-visitations.

b. Pamela Clinton (hired, 1971)--Hired to teach speech pathology at undergraduate level, and to be a half-time clinical supervisor in the Speech Clinic.*

c. Judith Dennis (hired, 1970)--Hired to teach speech pathology at undergraduate level, and to be a half-time clinical supervisor in the Speech Clinic.*

d. Martha Bruehl (hired, January-May, 1975)--Hired temporarily to teach speech pathology at undergraduate level, and to be a full-time clinical supervisor in the Speech Clinic. [This position is open, with recruitment underway for a permanent position beginning September, 1975.] She is not an applicant for this position in 1975-1980.

e. Linda Durbin (hired, 1970)--Hired to be Station Manager of KGOU-FM, and also teaches one course per semester. Position also requires supervision of broadcasting majors doing intern work.

f. T. Roy Carmichael (hired, 1970)--Hired to be Program Director of KGOU-FM, and also teaches one course per semester. Position also requires supervision of broadcasting majors doing intern work.

All graduate faculty listed here have, and are conducting research with the general guidelines described in (IAla-h). However, we perceive weaknesses in research interests in speech communication instructional settings (IAlh), mass communication (IAla,c,h), and quantitative research approaches in large social and cultural settings (IAla,c,d,f,h). One additional graduate faculty member in mass communication is being recruited now for appointment in fall, 1975.

*These two positions occupy together 1.00 FTE

Non-graduate faculty members are not expected to conduct and publish research, and this is appropriate in each case. However, should the position in speech education become open, we would replace with a graduate faculty member who is required to conduct publishable research. All other positions would remain as they are herein defined. Our objectives require the staffing of the speech clinic with five 1.00 FTE plus one 1.00 FTE auditory rehabilitation specialist.

2. We have required in hiring of faculty since 1969 that they be predisposed to avoid false debating of experimental versus historical critical narrowness; we have stressed the absolute necessity of both undergraduate and graduate students finding faculty as models of attitudinal interdependence with the several areas. These areas include the subject matter of experimental versus critical methods and historical, interpersonal, mass and social perspectives to communication.

Furthermore, we have encouraged through symposiums--with special guests of national recognition--faculty and student interactions with psychology, zoology, sociology, anthropology, philosophy, journalism, and history departmental members at the University of Oklahoma. The Institute for Primate Studies at the University of Oklahoma has been especially significant in this regard.

Lack of these attitudinal predispositions on the part of faculty have played an increasingly important part in faculty evaluations, including decisions regarding merit, tenure, and promotion.

3. Imaginative curriculum development has been required irregularly of the faculty since 1969. H. Wayland Cummings acted as Chairman of the ad hoc committee-of-the-whole in 1971 when the graduate curriculum was completely revised. These revisions took account of (New Orleans Recommendation Nos. 5,6,10,11,12,28,29,30,31,32, 16,17,18,19,40,41,42,43). See Appendix A

Roger Babich acted in a similar role in the recent completion of a 2½-year study and total revision of the undergraduate curriculum. This revision took account of (New Orleans Recommendations Nos. 1,16, 17,18,19,36,37,38,39).

4. In 1971, we incorporated a departmental student evaluation on a voluntary basis--four years prior to the College of Arts and Science form. Furthermore, teaching problems in faculty are subjects of regular counseling by the Chairman. Recruitment of faculty has specifically addressed itself to level of teaching skills. Contributions to undergraduate and graduate advising, and graduate committee membership have been significant portions of faculty evaluations. These evaluations have been utilized in decisions regarding merit, tenure, and promotion.

5. Of the Graduate Faculty members, one is a woman. We are not satisfied with so few women on our faculty and believe improvement is

required. Further, we have adopted the policy of seeking qualified women faculty, without as much success as we would like due to the low proportions of the market having qualified women. Here, we have adopted the policy of seeking an even representation of females and males in the Graduate Assistant Pool. This was done to improve (for other Universities at least) the percentage of available women for graduate faculty appointments.

Of those who are non-graduate faculty, we have an over-representation of women. Of six non-graduate faculty members, five are women. This is an indication also of availability, particularly in Speech Pathology where 96% of the available pool of certified speech pathologists with the M.A. degree are women.

6. Faculty have generally been involved in research and area expertise as applied to social problems. Some of these include: (a) Human relations concerns in the state; (b) Ethnic studies programs in the university, and (c) Attempts to obtain funding of research grants associated with numerous social issues.

7. Faculty have served on numerous university service functions beyond those listed in IB,6. Some include cable television, Provost's Committee on Proposed College of Communication, Faculty Senate, Academic Personnel Council, and many others. We expect this to continue.

8. Faculty have regularly applied for sabbaticals (L. Brooks Hill, January 1975-September 1975), and both faculty research and instructional grants. H. Wayland Cummings was awarded $2,000 in the Summer of 1973; Roger Babich, $1000 in the Summer of 1974, and Lynda Kaid, $1,000 in the Summer of 1975. William R. Carmack recently submitted a proposal for a research project while on a sabbatical leave in the Spring of 1976. Paul Barefield was awarded a Summer Fellowship and Grant of $1,000.00 in 1968.

C. Ordered Priorities for Five-Year-Plan (1975-1980)

As previously stated, the department has determined that the relative weight of improvement in our efforts for the next five years should intensify our efforts in research, followed by teaching, and then by service. The interdependence of these factors are obviously important, and are clear in our ordered priorities regarding faculty.

In terms of research expertise, we need two additional faculty members beyond those now being hired. Because of pressing teaching requirements in broadcasting, we need to hire an additional mass communication theorist to upgrade our research capability in that area. This requires that we reduce the teaching burden of our faculty in such a way that our curriculum is adequately staffed, allowing us to avoid making overload requirements on mass communication experts.

Secondly, we have no ongoing research expertise in speech education. Ruth Hankowsky is not a member of the graduate faculty, and does not hold the kind of research credentials we normally require. Furthermore, the task of teaching speech education courses in our new curriculum require 1.00 FTE alone, not allowing for released time for teacher visitation in secondary schools throughout the state. Furthermore, this FTE requirement allows only one section of any course to be taught, and does not meet the considerable student demand.

Finally, we need to place our speech clinic on a full-service, 5-day week operation, with specialists in auditory rehabilitation and two additional certified speech therapists. A fully functioning speech clinic provides the subjects, cases, and availability of time to utilize the clinic as a research storehouse. We will have more to say about the clinic in later sections of this document.

Therefore, our ordered priorities for personnel are as follows:

A mass communication theorist -- $13,500

An instructional communication theorist -- $13,500

An auditory rehabilitation specialist -- $10,500

A clinical supervisor -- $10,000

A clinical supervisor -- $10,000

These acquisitions will help us to achieve the following in terms of research:

1. With an added person in mass communication (totaling four), we will be able to adequately staff a required 2.75 FTE at the undergraduate level. This is reasonable, since the largest number of undergraduate majors are in mass media, and we are increasing each year in attracting graduate students to the field of mass communication. Furthermore, this should allow us to make a significant departmental impact, both in national publications and in capability of generating funded research on the mass media. Most of the government funding in speech communication is available in aspects of the mass media, including television violence, psychological uses of the media, and others.

2. The New Orleans Conference emphasized the need for both research and teaching in the area of instructional communication at all levels, pre-school through graduate training. A research model for students in instructional communication is unavailable in this department.

3. We were admonished in a recommendation of the New Orleans Conference to recognize the service function of our scholars in making applications of principles in speech communication "at the societal level which relate to people who, through cultural degradation or problems related to health or accident of birth, are helped to become productive members of our society."* The Speech Clinic regularly works with children from the community who are deaf, aphasic, cerebral palsied, mentally retarded, and otherwise dysfunctional in vocal reception or expression. It is clear that this service is important; at the same time, a fully functioning clinic allows our researchers to seek answers to research questions regarding those who have "problems related to health or accident of birth...." At the same time, we can increasingly encourage undergraduate students to participate in research projects associated with the clinic. At the present time, we can operate the clinic on a 3½-day work week, with no guarantee it will remain open at all in the summers. This is intolerable for us, the university, and the community. A fully-functioning,full-service clinic will allow us to enhance our increasingly cooperative stance with the University of Oklahoma Health Sciences Center. Presently, five to seven graduate students operate in the Norman clinic from the center. A full-service clinic will enhance our efforts to cooperate in a supportive and yet non-duplicatory manner.

4. This increase in faculty positions is modest. We believe there are other areas of importance, such as cross cultural communication and early childhood language development.

II. STUDENTS

A. Statement of Objectives

1. Diversity of student body.

   a. Students taking courses in the Department of Speech Communication should be representative of other areas of study in the university, such as psychology, political science, economics, business, and others. This requires that courses be designed in such a way that they appeal to the needs of students in other departments. We believe that the student body served by the department should have diverse academic commitments (See New Orleans Recommendation No. 18).

   b. Students taking courses in the department generally, and Speech Communication majors particularly, should be representative of all racial minorities, including Blacks, American Indians, Mexican Americans, etc. This requires that the department make a concerted effort to recruit minority students to our courses and discipline through whatever means are at our disposal (See New Orleans Recommendation No. 14).

2. Evaluation of student learning.

   Traditionally, evaluation of student progress has been entirely in the hands of the instructor in a given course. While the New Orleans Conference did not consider this issue, we consider it to be significant. Evaluation of student learning, or progress, is essential in terms of both knowledge and skill achievement. The nature of the curriculum, quality of instruction, instructional aids, the utilization of a Learning Resource Center and assessment instruments are interdependent in the adequate evaluation of student learning. Therefore, we must:

   a. Design a curriculum that is systematic and articulate (See New Orleans Recommendation No. 16).

   b. Develop methods of evaluating quality of instruction.

   c. Determine and conduct research on appropriate instructional aids, including television instruction, acetates, accessibility to teaching machines and other recent innovations in instruction.

   d. Improve "goodness-of-fit" methods of assessing student achievement as related to the specific training being obtained. For example, assessment methods for students

intending to apply for graduate training may be quite different from methods of assessing skills in the production of a video or audio tape, or skills associated with diagnosis of speech disorders.

3. Admission requirements and stipends for Graduate Students.

Admission to the M.A. or Ph.D. program in the Department of Speech Communication should not restrict those who may have undergraduate majors in biology, physics, psychology, or any other related discipline (See New Orleans Recommendation No. 33).

Beyond this, admission requirements to the graduate program are equivalent to those required by the Graduate College (See Appendix B). In the past, we have requested students to take either (or both) the Miller Analogies Test, or the Graduate Record Examination. While the New Orleans Conference sought to find methods of restricting graduate student enrollment to those who are likely to succeed, our department believes in an open enrollment for any graduate student within the Graduate College guidelines. The test of success is in the student's completion of a robust and articulate curriculum and in adequate assessment by faculty of achievement. Therefore, we have concluded that:

a. The department bears no direct responsibility to assure the professional utilization of a graduate degree (indirect responsibilities will be discussed in IIA4, IIB4, and IIC4.

b. We consider the Ph.D. to be a scholarly degree.

c. The rigor of the coursework is the most reliable and valid means of determining who should be awarded graduate degrees.

4. Advisement.

While both undergraduate and graduate students bear the most direct responsibility for the application of their acquired knowledge and skills in speech communication, we do believe we have a responsibility to inform students of both the professional and personal rewards of the field. Therefore, a program of individual and group advisement is necessary. In addition, we believe the curriculum should have a course(s) with topical material incorporated in a way to enhance for the student these opportunities.

5. Student Involvement in Research.

The New Orleans Conference (See New Orleans Recommendation Nos. 37, 41) strongly advocated the involvement of undergraduate majors and graduate students in research of the department and its faculty. Provision for this involvement requires curricular, time and economic support. Where possible, the department supports these recommendations and requires the curriculum to reflect this emphasis. The nature of the time and economic support is to be studied, with recommendations formed.

As an example of undergraduate involvement, two of our undergraduate students recently had a paper accepted at the 1975 ICA Undergraduate Honors Conference. Phil Clampitt and Craig Corgan presented their paper, "The Role of Information Sources in Reactions to a Political Campaign Event" at the conference held March 20-22, 1975, at DePauw University in Greencastle, Indiana. The paper was given an award as one of the three best papers at the conference.

6. Service.

Service is the natural application of any good research and teaching. We believe that we should involve students particularly in research on the communication dimensions of crises and traumatic events in society (See New Orleans Recommendation No. 24). Furthermore, we believe both undergraduate and graduate students should be involved in the application of expertise in Speech Communication to other chronic social and cultural problems. This should be reflected in the curriculum, and in the service functions of the Speech Clinic, departmental activities in Oklahoma College for Continuing Education, Human Relations workshops, and such other service functions provided typically by faculty. Where possible, a faculty member should involve students in any consulting effort he participates in as part of his teaching responsibility to the department and university. Thus, if a conference in Dallas, Texas, should require the service of a faculty member on the applications of speech communication theories to racial unrest, a student should participate at least as an observer if not as a student-expert.

B. Progress to Date (1969-1975)

1. Diversity of student body.

In 1972, the department's director of undergraduate studies--Dr. Babich--conducted a survey of students taking courses in our department (results of that study are in Appendix D). We found an uneven, but nevertheless, dispersion of students from other colleges and departments taking courses in Speech

Communication. It was believed at that time that it required a revision of the undergraduate curriculum to increase diversity of academic interests in our courses. That work is now completed, and is being processed through the university (See Appendix C). We have, however, no ongoing system of data gathering to determine fluctuations in this area.

There is no active affirmative action to attract undergraduate student majors to the department, nor has there been one. We have since 1973 required that graduate assistantships be assigned equally to men and women where possible. Also, if any minority groups have applied for assistantships, we have attempted to include them when qualified. However, no affirmative action of recruitment of minority groups exists.

Geographically, the department attracted graduate students before 1969 almost solely from Oklahoma and predominantly from central Oklahoma. In 1974, only six of 75 applications for seven openings were from Oklahoma, and another six from adjacent states (Texas, New Mexico, Colorado, Arkansas, Kansas and Missouri). Sixty-three of the 75 applicants were from states as far as Washington, Maine, Florida, Michigan, and California.

Of the current G.A. Pool (1974-75), including holdovers from prior years, ten states are represented (See Table I); four from Oklahoma, six from Texas, one from Arkansas, one from Kansas, one from Tennessee, one from Michigan, two from Ohio, one from Louisiana, one from Missouri, and one from New Mexico. Of the current G.A. Pool, ten are men, and nine are women. We are proud of this achievement compared to the days before 1969 when teaching assistants were hard to find, and many were doing graduate work in other departments than this one.

Applications for graduate assistantships for the year 1975-76 are even more astounding, and testify to the increasing nationwide reputation of the department (See Table I). Applications total 68 from 22 states and five from foreign countries. They include: two from New York, one from Nebraska, fourteen from Oklahoma, three from Ohio, one from Maryland, one from Georgia, two from Kentucky, one from Florida, two from Illinois, three from South Carolina, four from Michigan, one from Maine, one from Mississippi, six from Texas, five from Kansas, two from Missouri, five from Louisiana, two from Arkansas, two from Minnesota, one from South Dakota, three from Indiana, one from Massachussetts, two from India, one from Australia, one from Ethiopia, and one from Thailand. Of these, forty-five are men, and twenty-two are women.

TABLE I

	Current Graduate Assistants (1974-75) (10 men, 9 women)	Applications Partial and Complete for Graduate Assistantships (1975-76) (46 men, 22 women)	TOTAL
Oklahoma	4	14	14
Adjacent States			15
Texas	6	6	
New Mexico	1	0	
Kansas	1	5	
Arkansas	1	2	
Missouri	1	2	
Far West			0
Upper Midwest			16
Michigan	1	4	
Ohio	2	3	
Nebraska		1	
Illinois		2	
Minnesota		2	
South Dakota		1	
Indiana		3	

Table I (cont'd)

	Current Graduate Assistants	Applications for Graduate Assistantships	TOTAL
Southeast			13
Louisiana	1	5	
Tennessee	1	0	
Georgia		1	
Kentucky		2	
Florida		1	
South Carolina		3	
Mississippi		1	
Northeast			5
New York		2	
Maryland		1	
Maine		1	
Massachussets		1	
Foreign Countries			5
Ethiopia		1	
Australia		1	
India		2	
Thailand		1	

2. Evaluation of Student Learning.

Progress to date has been primarily curricular in evaluation of student learning. This is largely due to the priorities developed by the faculty since 1969, when we considered the development of a new graduate and undergraduate curriculum to be of paramount importance. The new graduate curriculum has been fully operational since 1973 (See Appendix B), and we just completed a complete overhaul of the undergraduate curriculum taking 2½ years (See Appendix C). The program objectives of the undergraduate program are as follows:

> A liberal education is a program of study and experience which increases one's awareness of the choices available to a self-determinant individual. Better understanding of one's self, environment and self-society interaction may result from such an education and are our ultimate educational goals.
>
> As a discipline, the field of Speech Communication may be in a unique position to facilitate a liberalizing education. Both as a process which makes education possible and as an object of study in itself, communication and education are inexorably linked. Human communication, the process by which humans affect one another through symbols, focuses its study on human messages, their antecedents and consequences, as such study contributes towards an understanding and improvement of the human communication event. Through such understanding and improvement the goals of a liberal education are more attainable.
>
> The primary purpose of an academic department of speech communication, then, is to provide a variety of means by which both students and faculty may acquire, evaluate, and distribute knowledge about the process and how it should foster personal intellectual development and vocational self-determination. Additionally, such learning may be applied to pre-professional preparation for roles in education and the electronic mass media.

The program objectives of the Master of Arts program are:

a. To prepare students to conduct and utilize research in speech communication,

b. To ground the student in the several areas of speech communication. These areas include four content courses:

historical perspectives, interpersonal perspectives, mass media perspectives, and social perspectives.

In addition, three methods courses are required including: Survey of the Discipline (oriented toward philosophy of social science); Case Methods in Speech Communication Research; and Experimental Methods in Speech Communication Research (See Appendix B).

The program objectives of the Doctor of Philosophy degree are:

c. To produce a higher degree of sophistication in objectives of the Master's program, namely, the ability to conduct and utilize research in speech communication, and the understanding of the breadth and dimensions of speech communication,

d. To blend for the student the best of the rhetorical and communication traditions in the field of speech communication,

e. To permit specialization and depth of research in an area of student interest (See Appendix B).

While these priority emphases on curriculum have been completed, no concerted and systematic effort has yet been made in the area of instructional aids, nor in the formalizing of assessment methods appropriate to the several areas. In part, evaluation of quality instruction has proceeded the last year coterminously with the College of Arts and Science, abandoning the evaluation procedures used by the department prior to that time. This method has mixed values. The assumptions of student evaluations has been of considerable concern, particularly the assumption that student achievement requires or correlates with positive student attitudes toward instructors. It may be that students learn a great deal while holding extreme dislike for the instructor. Further, we are suspicious of over-reliance on positive student attitudes which may distort faculty efforts and lead to teacher "pandering." Thus, much emphasis is placed on other channels of evaluation. Alternative methods have not, as yet, been formalized. However, tentative planning includes obtaining of faculty peer evaluations and teacher assessments by alumni.

3. Admission Requirements and Stipends for Graduate Students.

Reliance on the rigor of the graduate curriculum have been described as the major tool for determining qualifications for advanced degrees. To accomplish this, we have imposed

a two-C rule at the M.A. level, and a three-C rule at the Ph.D. level. These requirements are beyond those of the Graduate College. Our position is as follows:

> With respect to the student's academic record, should a student in the Speech Communication graduate program receive two C's at the Master's level, or three C's at the Doctoral level, or give other indication to the advisory professor that he will likely be unable successfully to pursue his course of study to the awarding of a degree, the advisory professor will call a meeting of the student's advisory committee to determine whether or not the student should be encouraged to continue his work in Speech Communication.

4. Advisement.

At the present time, advisement at the graduate level is most sophisticated (See Appendix B). However, no concerted plan has been made to study the type and method of advisement at the undergraduate level. Advisement has been uneven, and too much on the order of which faculty member is available. Some faculty members carry heavy loads; others none at all. This is unsatisfactory. In the new undergraduate curriculum, a required course entitled Methods of Inquiry - Core IV (See Appendix C) has a major section dealing with professional opportunities in the field. This is not enough, and requires departmental study and action over the next five years.

5. Student Involvement in Research.

Much has been done to support graduate student research through the provision of economic support to graduate students in the preparation of final-form manuscripts. In addition, economic assistance for graduate students to attend conventions has been provided when delivering adjudicated scientific papers. However, due to insufficient secretarial support and available funds, we have not done enough to encourage this effort.

At the undergraduate level, very little effort has been made to incorporate undergraduate majors in conducting and writing about research. We have dealt in part with this through new courses in the undergraduate curriculum, particularly in the form of Honors Research seminars, and a senior seminar required of all undergraduate majors (Core IV). Additional effort is required, including more close personal contact between undergraduate students and faculty who represent model researchers. Some incidents of involvement of undergraduate students has taken place, but they have been primarily the functions of individual faculty members who

have observed the need and have been motivated to act. This is insufficient, and must become a departmental effort, formalized in imaginative ways.

6. Service.

Involvement of graduate students in service efforts with faculty has been a regular activity. Again, however, this has not been done with undergraduate students (except in rare cases). Undergraduate students have been involved from speech and hearing in the Speech Clinic, but this is limited, and not universal to other areas.

C. Ordered Priorities (1975-1980).

While we have organized the previous sections on student planning in terms of diversity of student body, evaluation of student learning, admission, advisement, student involvement in research and service, our priorities are in terms of programs. These programs incorporate aspects of all six areas. It should be remembered that our overall criteria are: (1) Increased emphasis on research, (2) teaching, and (3) service.

1. Increase the number of Graduate assistantships from 14 (regular funding in G.A, Pool) to 34 as a means of improving the atmosphere of research and teaching. At the present time, we usually hire five additional graduate assistants during registration with supplementary funds. This is of primary importance in the laying of a base-line of work environment in order to carry out subsequent priorities to be stated later.

While the increase may appear to be excessive, consider the suggested allocation of assistantships:

a. Research assistantships--2 12-month $7,027.00

At the present time we have no research assistantships except through occasional extra funding. These assistantships should be two first year Ph.D. students.

b. Research associates--2 12-month $7,027.00

At the present time we have no research associates except through occasional extra funding. These assistantships should be two second and third year Ph.D. students.

c. Teaching assistants--16 9-month $42,975.00

At the present time, we are able to hire 14 teaching assistants with usually the capability of obtaining

funding for four more at the last minute (e.g. day of registration). This is intolerable, since it bypasses compliance with the normal HEW-procedures. Instead, we must find four "bodies" around close and handy. These assistantships may include about five Ph.D. students, and nine M.A.'s. In addition, 2 M.A.'s would be assigned to Forensics.

d. Teaching associates--8 Ph.D. 9-month $23,000.00
2 Ph.D. 12-month 7,027.00

These teaching associates would be assigned to the following areas:

(1) Broadcasting 2 9-month $5,750.00
(2) General Communication 4 9-month $11,500.00
(3) Speech Education 2 9-month $5,750.00
(4) Phonetics (Linguistics) 2 12-month $7,027.00

The rationale for these assistantships is as follows:

The area of broadcasting is growing faster than we can provide faculty. In addition, we believe that these assistantships would permit experience at teaching in upper level courses in broadcasting, and provide excellent opportunity for research and service contributions to themselves, the faculty they support, and the university which is so heavily committed to televised instruction. Further, as KGOU grows in student service, extra faculty cannot handle the student demand.

The area of general communication is being expanded in terms of individualized and group instruction. These students would be used primarily in the skills courses indicated in the proposed undergraduate curriculum, particularly 1010 and 2010 (See Appendix C).

The area of speech education is a problem area where we have asked one faculty member to both teach and serve students throughout the state doing student-teaching. At the present time, we have allocated 7½ students supervised per .25 FTE of Professor Ruth Hankowsky's time. Our new curriculum requires her to teach three courses (.75 FTE), and supervise 7-8 students (.25 FTE). It means that anytime we have more than 8 students, we either must provide release time from a course, or else we must refuse to provide teacher supervision. The latter choise is at best improper, at worst illegal.

In addition, we cannot staff more than one section of the courses taught in the new curriculum, an impractical and

impossible alternative. Thus, we perceive the need for two graduate assistants to be teacher supervisors and/or teach additional sections or provide for load reduction for Professor Hankowsky when student supervision demands or is required. Occasionally we have 12 students registered for student teaching in a single semester, and scattered throughout the state.

Forensics is a new area of increased concern to us. Lack of funding in the past has required us to close down the program. The nature of the forensic program will be discussed under III on Academic Programs and under V. However, we perceive that the program by 1980 will require 2 graduate assistants. We believe that this function would be best served by Master's students, since the skills obtained in this way are most applicable to those who anticipate secondary school commitments. We have not produced since 1966 one Ph.D. who sees himself or herself as a director of forensics. We do not perceive any change in this expectation, and therefore believe masters' candidates are adequate for this function.

Phonetics (Linguistics) is a new area for us in the sense that we have expanded our expertise into linguistics by the hiring of a Ph.D. in linguistics (Ralph Cooley). We anticipate that Professor Cooley's talents and expertise will be required in an interdisciplinary program for the university, and we also desperately need him in our graduate program. Mr. Cooley has developed an extensive program at the undergraduate level, including a complete overhaul of our traditional concern in phonetics. Furthermore, we are providing training for master's candidates in speech and hearing at the medical center. We cannot operate this program without at least two sections of physiological phonetics offered each semester. Finally, limits on course enrollment due to the nature of the course material require a maximum of 15 enrollees per class. We will not be able to fulfill our commitments without 12-month aid for Professor Cooley in this area.

Most of all, perhaps, is that graduate students are most committed to understanding physiological phonetics, but it takes a year's individual tutoring to create the expertise. We envision the use of Ph.D. students, who typically are with us three years. The first year would be involved in intensive study of physiological phonetics and assistance in the courses; the second year would be involved in independent classroom instruction in physiological phonetics, and the third year expended in training a first-year doctoral student. It is also necessary to provide course work in physiological phonetics in the

summer, and thus we perceive these assistantships to be a twelve-month job.

e. Four assistantships for minority groups only--two M.A.'s and two Ph.D.'s for 12 months (two at $6,120.00, and two at $6,840.00). Total amount: $12,960.00 + tuition waivers.

We envision that the M.A. students, and first-year Ph.D. students would be involved in observation and assistance to senior faculty who are model teachers and researchers, and would rotate among faculty to observe the best qualities of each faculty member. The second year we envision as involving students in ethnic studies courses for the university, functioning as independently as possible. We would also perceive these students would conduct independent research on some area of application of speech communication theories to social problems.

2. Our second priority would be to provide time and funding for the Director of Graduate Studies (or other appropriate faculty members) to:

a. Create and disseminate brochures on a national scale aimed at recruitment of minority group members. Cost: $1,000.00 annually.

b. Conduct personal interviews and give public presentations to minority group members throughout the country in order to attract qualified minority members. Cost: $2,000.00 annually.

3. Our third priority is similar to the first in that we believe there should be provision for four undergraduate assistantships for minority group members only. This would involve seeking out qualified high school seniors, with economic incentives to commit themselves to undergraduate training in speech communication, and hopefully graduate training. This would be a long-term effort to correct under-representation of minorities in the field of speech communication. We project funding costs would be $4,000.00 for 12 months. (Total $16,000.00 + tuition waiver.)

4. Improved secretarial support for research, particularly in the preparation of research manuscripts. We believe this can be done in two ways:

a. Open up, or instruct, Central Stenographic Services to accept typing assignments of research manuscripts for publication or adjudicated presentation for graduate students. Associated with this is the requiring of Central Stenographic Services to join in on the

departmental and university emphasis being placed on research. As things now stand, graduate students get no support from Central Stenographic Services for this purpose. This also, and more importantly, would require Central Stenographic Services to place higher priority on preparation of research manuscripts. Turn-around for manuscripts regularly is six weeks, since highest priority is on short jobs such as letters.

b. Provide a departmental secretary, or secretary for the Speech Communication Research Laboratory, who would provide these services (See VC).

c. Provide increased, and earmarked, C-Budget or SCRL support for supplies relating to research needs (See VC).

5. Aid the department in the provision of an annual Research Excellence Award, and an annual Teaching Excellence Award, and an annual Service Excellence Award which would be awarded to the three graduate students within the department making the most outstanding contributions that year. The university could support this effort by providing a tuition-waiver as the economic reward, and the department would provide the symbolic awards and plaques. We believe this would create an ongoing atmosphere emphasizing these areas of concern, and at the same time, keep these issues tangibly in the mind of both graduate students and faculty.

6. Research and create a regularized method of information gathering on the demographic and academic characteristics of undergraduate students in order to better serve our commitment to cultural, academic and racial diversity of the student body.

7. Research and create a plan for individual and group advisement for undergraduate students.

8. Research and create a plan for involvement of undergraduate students in research.

An important note on costs. The department does not believe that all the cost factors involved in this program are necessarily achievable only through university financial support. For example, we believe it quite possible to obtain federal funding for those priorities associated with minority groups. We believe this method should be explored first before any economic assistance is requested from the university. At the same time, some items (particularly tuition waivers) may require indirect university support. Finally, we would assume active university support on these program efforts as a part of the Department's ordered priorities for 1975-1980.

III. ACADEMIC PROGRAMS

A. Statement of Objectives

1. The graduate program must reflect the research and latest knowledge level orientation suggested by the New Orleans Conference (See New Orleans Recommendation Nos. 1,5,6,10, 11,28,29,30,31,16,17,19,36,40,41,42,43).

2. The undergraduate program must reflect the research orientation and latest knowledge level suggested by the New Orleans Conference (See New Orleans Recommendation Nos. 1,5,10,11,28,29,30,31,37,16,17,18,19,36,37,38,39).

3. Resolution of the duplicatory graduate programs in speech and hearing on the Norman and Oklahoma City Campuses must be resolved. Based on arguments of the Board of Higher Regents, the University of Oklahoma Board of Regents, the University administration and the Departmental administration, duplication is wasteful of time, effort and money.

4. Organization of a Speech Communication Research Laboratory (See New Orleans Recommendation No. 45). This laboratory should provide facilities for interested communication scholars to work and meet, permit consolidation of faculty resources to deal more effectively with specific communication problems, and provide resources and facilities to train graduate students effectively. Finally, such a laboratory should be an integral part of the department and not a separate degree granting academic unit.

5. A Learning Resource Center should be established which would provide:

   a. The latest instructional technical equipment to support the undergraduate and graduate curriculum;

   b. Centralized repository facilities for audio and videotape information for use in research and instruction;

   c. Centralized repository facilities for printed information, including unpublished documents required for effective teaching, difficult-to-obtain journals and publications, and

   d. Measurement tools required in research programs (See New Orleans Recommendation No. 45).

6. Reorganization of the Speech and Hearing Clinic to complete the resolution of duplicatory efforts by the Oklahoma City and Norman Campuses and to place the clinic on a more professional and full-time level of operation, 12 months of the year - a full service clinic.

7. To obtain research and instructional capabilities in linguistics as part of an overall program in cooperation with other departments of the university and the field (See New Orleans Recommendation Nos. 31,32).

8. To establish a systematic desensitization laboratory as a service to departmental and university students suffering from speech anxiety (See New Orleans Recommendation No. 7).

9. To make a decision whether this department will or will not support a forensics program. If that program should continue, it must be directed toward an educational purpose, not a sport.

10. To obtain an endowed Carl Albert Chair of Oratory, in honor of this department's most illustrious product.

11. To develop and enhance a tradition long established in the Department of conducting colloquis bringing in national scholars.

12. To develop an academic program that is consistent with the best thinking of scholars in the field of speech communication.

13. To develop an academic program that takes advantage of theorists and researchers, both at the University of Oklahoma and nationally, who are in disciplines related to our field. Specifically, this department must explore cooperative programs with psychology, political science, anthropology and sociology. These departments at the University of Oklahoma are not restrictive, but represent a priority emphasis.

B. Progress to date (1969-1975).

1. A new graduate program has been developed and has been in effect since 1973 (See Appendix B). Already we see some needs for a new updating of the curriculum where innovations would intensify our conformity to the recommendations of our national conferences described in the introduction to this document.

2. The undergraduate curriculum has just been revised and represents the effort of 2½ years of study (See Appendix C).

3. The duplicatory graduate programs of the Oklahoma City and Norman Campuses were resolved in 1973. The Department of Communication Disorders at the Medical Center now administers the graduate program, with the Norman Campus providing the training for undergraduate students. In joint cooperation between the two departments, a program has been developed

which prescribes that (1) the graduate students at the Health Sciences Center will obtain some of their 300 hours of required supervised clinical practice at the Norman Campus clinic; (2) undergraduate students will have opportunity for clinical observation on both campuses, and (3) an exchange of faculty for greater exposure to varying levels of expertise in a broader spectrum of areas of study. It should be noted that this program is in response to a mandate from the University of Oklahoma Board of Regents to coordinate the two programs.

Since 1973, the Department has held several joint faculty meetings with the Health Sciences Center, and we have cooperated in the development of an undergraduate curriculum which reflects the desires of the two staffs and the national leaders in the American Speech and Hearing Association. Essentially, it requires Speech and Hearing undergraduates to emphasize normal speech behavior, reserving course work in speech disorders for the graduate program. Two national scholars, Dr. Frank Kleffner and Dr. Duane Spriestersbach, have aided us in the development of this program. They, with us, believe the program will be a national model for undergraduate, pre-professional training in speech and hearing. We believe the pre-professional training leading toward advanced degrees in speech pathology, audiology and deaf education will produce professionals of considerably higher quality than ever before.

4. The New Orleans conference strongly recommended the establishment of communication research laboratories by departments of Speech Communication. This has been done by nearly every major Ph.D. granting university in the country. A laboratory was established by the department officially in the Fall of 1973, with H. Wayland Cummings as director. Its purposes and organization are included in Appendix E. At the present time, however, there is insufficient equipment for even basic work of data gathering. Operational capital needs for the laboratory will be discussed in Section V.

5. No learning resource center exists yet, except for a few collections of materials now located in a room in Kaufman Hall. No equipment exists which is considered essential to the operation of a good learning resource center. Capital investment will be discussed in Section V of this document.

6. The Speech and Hearing Clinic is in the process of being reorganized, but a specific proposal for full-time operation and a fee structure requires study.

7. At the present time, the department has a linguist (Professor Ralph Cooley) on its staff whose responsibilities include the providing of departmental guidance in an overall program in linguistics accounting for and in cooperation with other

departments. Departments specifically involved in these discussions are English, Modern Languages, Anthropology, Psychology and Sociology. At the present, no plan has been offered to the department for its approval.

8. A systematic desensitization laboratory was established in 1973. Students involved in this program usually participate for five weeks, and is conducted by volunteer graduate students as overload. There is no permanent facility for the laboratory, a situation we believe must be addressed.

9. The department has committed itself to the development of a forensics program and is cooperating with the Dean of Arts and Sciences on a long-term program.

10. The department has obtained the <u>private but not public</u> agreement of Speaker Carl Albert for a chair in his name. However, other groups have embarked on a study as to how best honor Speaker Albert. We have been told to wait until a decision is made. We believe there will be no difficulty in endowing a chair with contributions of $750,000. This chair would provide an annual salary of $25,000 to $28,000 to obtain a distinguished national scholar for the department, a different scholar each year. In any event, we have been regularly pursuing this plan since 1973.

11. Since 1968, the department has involved itself in conducting colloquia bringing in national scholars in various areas. Some of these have included:

The late Professor Karl Wallace, University of Illinois
The late Professor Walter Emery, The Ohio State University
Professor David K. Berlo, former president of Illinois State University, now of the University of South Florida
Professor Theodore Clevenger, assistant provost of Florida State University and a former president of the Speech Communication Association
Professor Lloyd Bitzer, professor of Speech at University Wisconsin, and First Vice President (President-elect of Speech Communication Association
Professor Samuel Becker, chairman of the Department of Speech Communication, University of Iowa and immediate past president of Speech Communication Association
Professor Erwin Bettinghaus, chairman of the Department of Communication, Michigan State University
Professor Wayne Brockriede, former chairman of the Department of Communication, University of Colorado
Professor Donald K. Darnell, Department of Communication, University of Colorado
Professor Robert Brooks, Chairman of Department of Speech University of South Florida

While these scholars hold distinguished national credentials,

and have brought national renown to our department for their appearances here, we have not been able to have an historical record of their scholarly presentations. Indeed, we perceive distinct advantages accrue to the department and university if we use these sessions to better advantage. Some kind of effort needs to be made in this direction. Also, there is a need to create a regularized program with private or university funding to ensure its continuance in the future. Many of these appearances of national scholars has been minimal in costs, paid for through departmental earnings from federal and private sources. We believe this program should continue, as it will contribute to the national reputation of this department and university.

12. Any academic program that seeks to be consistent with the best thinking of scholars in the field requires an ongoing intensive effort of its faculty to participate in its regional and national conventions, and to regularly re-examine its academic offerings.

    At this time, we perceive the need as a department to re-examine the graduate curriculum which is just three years old. We do not perceive a major overhaul, but we do perceive at least the need for realignment in the doctoral tracks outlined in the curriculum (See Appendix B).

13. This department, as stated previously in Items III B10; IIB11; and a proposal on Research and Teaching and Service Excellence Awards discussed in IIC5; believes it is possible to develop a creative and significant method of recording of these scholarly works presented here. Nothing has been done at this point, but a study has been made of the problem, and a proposal will be presented in Section IIIC.

C. Ordered Priorities (1975-1980).

1. The Speech and Hearing Clinic must be reorganized in such a way as to incorporate a fee schedule, and to find means by which the clinic can be open on a five-day week, 12-month schedule. The first priority is the conducting of a feasibility study, with recommendations on fee structure, financial gain, and how this information might contribute to staff expansion of the clinic. (No cost)

2. Funding of a Colloquia Series, bringing to the campus four nationally known scholars each year. Costs: $1,600.00 annually.

3. Funding of a Carl Albert Chair of Oratory, bringing to the campus one nationally known scholar for a year to "teach, conduct research, and stimulate the faculty to research in the field of speech communication." At least one scholarly

piece would be required of such a scholar for contribution to a publication to be described in IIIC5. Costs: $750,000.00 in endowment.

4. Establishment of an Oklahoma University Roundtable on Communication Studies. This program would seek to bring in at one time national scholars who would present papers along the line of the George Washington University Roundtable in Linguistics. We believe that for the costs of travel and lodging, we can attract nationally prominent scholars with the guarantee of publication of their papers. The proposal on publication will be discussed in Section IIIC5. Costs for this program, to include eight scholars housed at OCCE, would be $1,600.00 travel, $360.00 room and board (3 days, two nights). Coordination of the program would be through the Speech Communication Research Laboratory, under the sponsorship of the Department of Speech Communication and the College of Arts and Sciences. Costs: $1,960.00

5. Establishment of an Oklahoma University Roundtable on Communication Studies Journal. This journal, edited by the director of the Speech Communication Research Laboratory, would be published by Oklahoma University Press. We believe that this program, in time, will be self-supporting for costs of printing, and indeed, will likely support the roundtable itself, including honorariums for the scholars who participate. In addition, we would include in such a a journal the best research document awarded for the Research Excellence Award discussed in IIC5.
Initial Cost: $1,000.00

IV. DEPARTMENTAL ADMINISTRATION AND SERVICES

A. Statement of Objectives

1. Departmental administration and services is in large part a function of the requirements placed on it by the university. The department believes it has a responsibility to provide both instruction and university services utilizing television, including cable.

2. The department believes it has a responsibility to provide both instruction and services utilizing the university-owned radio station--KGOU-FM.

3. The department believes it has a responsibility to provide instruction and services on university use of cable instruction.

4. The department believes it has a responsibility to provide instruction and services utilizing a full-time Speech and Hearing Clinic.

5. The department believes it has a responsibility to provide instruction and services utilizing a Speech Communication Research Laboratory.

6. The department believes unusual requirements are made on its faculty to provide administrative leadership to carry out these services.

7. The department believes that organizationally it requires a director of SCRL, a director of graduate studies, a director of the basic course, a director of the clinic, a director of undergraduate studies, and a director of forensics.

8. The department believes that pre-1969 practices of providing for a coordinator of speech and hearing instruction, broadcasting instruction, or television instruction shall stop. This practice tends to fractionalize the department in ways that are counterproductive to its commonalities in teaching, research, and service.

B. Progress to Date (1969-1975)

1. The university has yet to make a decision regarding its financial support of television instruction and service. At the present time, television construction remains distributed throughout the university. Some 25-year-old equipment exists within the department, a gift of the Oklahoma Educational Television Authority. No funding exists to provide upkeep for this equipment. We also have a completely wired studio in the basement of the Forum Building at Oklahoma College for Con-

tinuing Education. Cable television, and the University's role in it, remains in negotiation with the intent to have Norman Cable Television Co. provide complete color equipment for use by the university and this department for instruction and service.

2. The specific goals of KGOU-FM are: (a) to supply the students daily experiences, situations and responsibilities of the commercial broadcasting industry; (b) to improve the relationship between the university and the Norman community, as well as the relationship between various segments of the university community itself, and (c) to achieve and eventual financial independence from the university's basic resources by becoming a self-supporting financial operation. At the present time, KGOU-FM is not yet self-supporting. The station has operated under the administration of the Department of Speech Communication since 1972, and has made significant achievements in that direction.

3. Negotiations regarding the obtaining and functioning of cable television are under the direct control of the Provost. Progress-to-date is best obtained from that office. As of now, the system is not operational, but is scheduled to be operational in the fall of 1975.

4. The Speech and Hearing Clinic prior to 1969 was open 3½ days weekly, and was closed during the summers. Approximately 2500 children were served by the clinic, with 150 undergraduate and 30 graduate students involved. At the present time, the clinic is open 3½ days each week, and is open 3 days during the summer. Approximately 200 children are being served by the clinic, with 30 undergraduate and 5 graduate students from the Health Sciences Center involved each year.

5. The Speech Communication Research Laboratory did not exist before 1969, but at the present time serves approximately 50 graduate students, and it supervises a small inventory of equipment (See Appendix E).

6. Administratively, the department invested much of its faculty's time in various service activities related to these services. The department named in 1970 an Assistant Chairman, has for many years named a director of the clinic and a director of the speech and hearing program, a coordinator of broadcast instruction, a director of graduate studies, a director of undergraduate studies, a director of forensics, a director of SCRL, a coordinator of the Air Force Short Course, a coordinator of speech education, a radio station manager, and a director of the basic course. These administrative functions--in addition to the department chairman--have required assignment of available faculty to 11 administrative posts. In an attempt to reduce this administrative "overhead," the department has abolished all posts which required coordination of specific curriculum

areas. For example, we do not have a coordinator of broadcast curriculum, and a coordinator of speech and hearing instruction. The following administrative functions were deemed as necessary:

a. A Radio Station Manager
--Linda Durbin

b. A Director of the Speech and Hearing Clinic
--Richard Talbott

c. A Director of Graduate Studies
--H. Wayland Cummings

d. A Director of Undergraduate Studies
--Roger Babich

e. A Director of Forensics
--Paul Barefield

f. A Director of Speech Communication Research Laboratory
--H. Wayland Cummings (Interim)

g. A Coordinator of the Air Force Short Course
--L. Brooks Hill
Thomas Harrison, interim while Hill is on Sabbatical Leave until Fall, 1975.

h. A Director of the Basic Course
--L. Blaine Goss

i. A Director of the Systematic Desensitization Laboratory
--L. Blaine Goss

While this reduction of administrative tasks does not represent a large reduction of such duties, it does represent a significant consolidation of certain tasks. For example, curricular and instructional responsibilities lie mainly in the directors of graduate and undergraduate studies. This action is in keeping with the departmental statement of (IVA8), and supports the overall objective of an integrated department in terms of teaching, research, and service. The other posts listed above are considered absolutely necessary to the total functioning of the department.

C. Ordered Priorities (1975-1980)

1. Resolution of the issue of university support for television equipment and instruction, and the role the Department of Speech Communication shall play in it. If the university cannot support television equipment needs, we need to get out of the business of television instruction, abolishing all courses associated with it.

2. Resolution of the issue of cable television, and the role the Department of Speech Communication shall play in it. We realize that there are some interdependencies in the resolution of this issue with the resolution of university support for television equipment. At the same time, we cannot realistically offer quality instruction on 25-year-old black-and-white equipment, with no budgetary support for amortizing the equipment nor even for the simplest repair costs.

3. Attainment of an eight to ten percent increase in sales revenue for KGOU-FM as follows:

   a. September 1, 1975 to August 31, 1976 --- $52,000.00

   b. September 1, 1976 to August 31, 1977 --- 58,000.00

   c. September 1, 1977 to August 31, 1978 --- 62,000.00

   d. September 1, 1978 to August 31, 1979 --- 65,000.00

   e. September 1, 1979 to August 31, 1980 --- 76,000.00

4. Attainment of a full-time 5-day-week, 12-month service by the Speech and Hearing Clinic.

V. FINANCIAL AND OTHER RESOURCES--Operational and Capital Improvements

A. Statement of Objectives

1. The Department of Speech Communication requires adequate university support for its C-Budget in order to maintain present operations. Reliance on earnings from the Air Force Short Course is no longer feasible.

2. The Department of Speech Communication requires adequate University support for its B-Budget in order to stay even. Reliance upon supplementary income, including work-study is not sufficient to keep the department open 12 months of the year.

3. The Department of Speech Communication requires designated space areas for the Speech Communication Research Laboratory with basic equipment to conduct research, particularly on physiological data.

4. The Department of Speech Communication requires designated space areas for a Learning Resource Center, and adequate equipment to begin operation.

5. The Department of Speech Communication requires new equipment for the Speech and Hearing Clinic to expand its services to the University and the community.

6. The Department of Speech Communication requires new equipment to initiate its linguistics program as part of its research, teaching, and service functions to the department, cooperating departments in the interdisciplinary linguistics program, and to the university.

7. The Department of Speech Communication requires permanent space allocation for the Systematic Desensitization Laboratory.

8. The Department of Speech Communication requires increased operational support for the Forensics program.

9. The Department of Speech Communication requires additional equipment for the improved operation of KGOU-FM, including demonstrations of performance measures for the FCC; coverage to the entire Oklahoma City market, and obtaining of a Class C FCC license.

10. We are assuming conversion of all professional personnel in KGOU-FM to A-Budget accounts.

B. Progress to Date (1969-1975)

1. C-Budget has been probably the most difficult problem in the department's attempt to achieve parity, let alone expansion of its program. For nine years, (1965-1974) the Department was allocated $10,000.00 for its general operations budget, with innumerable hours spent in attempts to get additional funds. In 1974-75, we received the first increase in allocated funds of $13,326.00, with a 10% added allocation two months later. Even

this added support--welcome as it was--has not met even the most basic needs of the general departmental operation. We still have been required to search for an additional $7,000.00 to meet our basic needs. Documentation of the specific needs, current expenditures, and sources of additional income are available in the Dean's Office of the College of Arts and Sciences.

2. At the present time, the department has a B-budget allocation of $20,257.00 which covers one full-time secretarial position at $6,615.00; two half-time secretarial positions totaling $4,908.00, and one half-time engineer for KGOU-FM and our television studios totaling $6,300.00, and $2,500.00 for hourly wage employees. This represents the same number of classified staff the department had 10 years ago, and makes no allowances for increased faculty, increase teaching responsibilities, increased service responsibilities associated with the Speech Clinic, KGOU-FM, television instruction, the Speech Communication Research Laboratory, the Basic Course in Speech Communication, increased number of students served, increased Graduate Student program, and increased research output of both faculty and graduate students.

3. At the present time, the department has assigned two offices for use of the Speech Communication Research Laboratory, 317 and 318 Kaufman Hall. If we achieve the growth of the laboratory as discussed in previous sections of this document, we will need considerably more space. Also, the laboratory has some equipment for data-analysis, but hardly any in data gathering capabilities, particularly for physiologic characteristics.

4. A Learning Resource Center is fundamental to the research program, and to the new undergraduate curriculum as adopted by the department this year. At the present time, we have no allocated space for this center and no equipment.

5. The Speech and Hearing Clinic presently has the following equipment:

1 double wall-double room IAC Room
1 Beltone 200C diagnostic audiometer
1 G.S. Bekesky audiometer
1 Beltone 10C screening audiometer
3 wollensak tape recorders
1 auditory training unit
1 Psychogalvanometer
1 Impedance audiometer
6 amp systems
2 cassette tape recorders
2 Polaroid cameras
2 Language Masters
2 Record Players

This equipment can be repaired only as we are able to solicit special funding from the university. In addition, the clinic will require some additional equipment to become a full-service program.

6. There are a number of specialized pieces of equipment necessary to the initiating of a instructional and research program in linguistics. At the present time, no equipment exists for this here at the University of Oklahoma.

7. The Systematic Desensitization Laboratory has been in existence since the spring of 1973. It has had a history of being moved from place to place-Walker Tower, McCasland, etc. which is an inconvenience to faculty and graduate students, and a source of confusion for undergraduate students who wish to avail themselves of this service. Each semester 25-30 students have been served. Permanent space allocation is required to bring this laboratory into a more serviceable activity.

8. The Forensics Program at the University of Oklahoma was funded until about 1968. For more than 20 years, the program had limited funds allocated to this project from C-budget. Increased costs in the operation of the Department required a termination of this program in 1973. In October, 1974, funds were secured outside of the department to activate the program. The intent of the program has been to: (a) create opportunities for intensive investigation of significant contemporary problems; (b) promote the use of logical reasoning and the use of the best available evidence in dealing with these problems; (c) develop the ability to select, arrange, and compose material clearly and effectively; (d) train students in the sincere and persuasive presentation of this material to the appropriate audience; (e) stimulate students to honest and original effort; (f) attract students to the field of speech communication; (g) be under the responsible direction of a qualified faculty member whose duty it should be to maintain and support these principles; (h) provide stimulating speaking experiences for the average student as well as for the superior student, and (i) teach the student realistic solutions to contemporary problems. The department has consistently supported the belief that forensics is more than debate, and it should be broader than debate tournaments.

Therefore, a well-balanced forensic program which coordinates the extra-curricular program with classes in argumentation and debate is desirable. Further, the department encourages the use of student speakers from the program in local, civic, or professional programs; use of the International Debate Program by inviting touring foreign teams; stimulation of students to participate in individual speaking contests, and emphasis on the creation of a student forum for university service.

At the present time, (1974-75) we have $2,000.00 for use in building the forensics program. In any long-term development of this program, the department must have increased economic support for the project. Personnel needs for this program have been discussed in Sections I and II.

9. The Department of Speech Communication requires additional equipment for the improved operation of KGOU-FM. At the present time, however, we have been improving steadily the equipment of the station, including the conversion of the station to stereo broadcasting with technical production capability for quadraphonic service. This was made possible through a University allocation of $50,000 from the sale of WNAD.

   KGOU-FM went on the air in September, 1970, and became a budgetary responsibility of the Department of Speech Communication in early 1971. A record of its commercial sales since that time, and its projected sales up to 1980 is interesting. At the same time, we wish to describe the number of students involved, and projected to be involved in the station up to 1980:

Year	Total Sales	Students Involved
1971-72	$ 24,200.00	60
1972-73	36,800.00	150
1973-74	39,400.00	240
1974-75	47,300.00	200*
1975-76	52,000.00	250
1976-77	58,000.00	260
1977-78	62,000.00	275
1978-79	65,000.00	300
1979-80	70,000.00	300

   At the present time, KGOU-FM now has an operational stereo broadcasting, costing $38,000.00 from the $50,000.00 granted by the University. The remaining $9,000.00 will be used for construction of an antenna atop Walker Tower.

   It is interesting to note, also, that KGOU-FM is considered to be 10th in the metropolitan area of 21 stations (including AM). It stands 7th in reaching teens from 13-21 years of age. It would be ideal to increase that market in five years into the second five, thus improving revenues for the station and university, and providing a much broader service for the university to the community.

C. Ordered Priorities (1975-1980)

1. Funding of C-Budget at a 1975-dollar level of $24,000.00. This amount will not cover costs of needed radio-television equipment

*The renovation of Kaufman Hall greatly reduced our capability to serve students.

for instruction, needed equipment for the Speech and Hearing Clinic, the Speech Communication Research Laboratory, nor replacement of any outdated equipment.

2. Funding of B-budget for two additional full-time secretarial positions, and additional hourly-wage-pool funds. We project the total need of $33,737.00, allowing for hiring of three full-time secretaries, two half-time secretaries, one half-time engineer, and $4,000.00 for hourly wage employees. These funds will improve our capability to service the various administrative functions that are the responsibility of the Department, and additional capability for research use.

3. The Speech Communication Research Laboratory requires space allocation of two additional offices, and a classroom-size room in Kaufman Hall for the purpose of data analysis equipment and usage. In addition, we need one office, one single wall, single-door soundproof room to be added to the audiological facilities at the Speech and Hearing Clinic. In addition, the following equipment is required:

Data Gathering Equipment:

1 polygraph and analog system	$3,000.00
1 timing apparatus	2,000.00
1 oscilloscope	2,000.00
1 UTVM System	1,500.00
Physiologic attachment equipment	5,000.00

Data Analysis Equipment:

1 029 IBM Key Punch machine	1,200.00 (Annual Lease)
1 Programma 601 Desk Computer	4,000.00
1 Terminal to the University Computer*	1,200.00 (Annual Lease)

4. Space allocation and equipping of a Learning Resource Center. The purpose of this center would be to improve the quality of undergraduate instruction by providing means by which instruction in all undergraduate courses could be individualized where useful. In order to make as many of the courses open to students in other departments, it is envisioned that prerequisite materials both print and video, could be made available in this center. This would avoid the problem of students, for example, in Political Science finding it necessary to take two prerequisite courses in order to take a specific course in which they are interested. In addition, remedial material would be available in such a center, and competency testing procedures for certain skills courses, such as listening, interviewing, public speaking, etc., would be included.

*Terminal facilities within the department will also allow for computer-assisted instruction in the Learning Resource Center. Costs for this expansion, however, are not included as we believe it will be post-1980 before such funding is realistic and practical.

Space requirements for the center should be provided in order that 30+ students may be accommodated simultaneously in carrells equipped with playback equipment for both audio and video-tape learning modules. For example, one module likely would include terms and concepts in communication theory required to comprehend material in a course in Organizational Communication. Another might include a series of learning modules to teach basic concepts in descriptive statistics, functioning as remedial for new Graduate Students, but as teaching aids for two courses in the undergraduate curriculum designed to prepare speech and hearing students and students in speech education for graduate school and teaching.

For a beginning, we need the following equipment:

a. Five individual carrells equipped with mechanical teaching machines (Cost: $1,645.00*

b. Ten individual study carrells equipped with cassette playback equipment for both audio and video-taped learning modules. (Cost: 16,000.00*

c. Four study tables and 16 chairs (Cost: 900.00

d. Professionally and locally (utilizing our own faculty) prepared written instruction materials (Cost: 2,000.00

e. Professionally and locally (utilizing our own faculty) prepared audio and video-tape instruction materials (Cost: 3,000.00

f. Four to eight filing cabinets (Cost: 560.00

g. Micro-film reading equipment (Cost: 600.00

h. Micro-film reader printer 2,000.00

i. Photo-copy equipment (Self-paying through coin operation)

j. Subscriptions to 20 major journals (Cost: 300.00

k. Annual Book acquisition (Cost: 1,500.00

l. Space allocation of 320 square feet

5. A full-service Speech and Hearing Clinic requires the obtaining of several pieces of equipment. They include:

a. 1 Electro-Cochleography Apparatus (Cost: 5,000.00
b. 1 Auditory Training Unit (Cost: 5,000.00

Operation and Maintenance

a. Equipment maintenance - per year (Cost: 300.00
b. General Clinic operation - per year (Cost: 1,500.00

6. Basic equipment for a Linguistics program requires the following:

   a. Two tape recorders with headsets for students to use in phonetics review and drill (This item would not be necessary if audio tape equipment is provided as requested in the Learning Resources Center (SeeVC4) (Cost: 460.00

   b. The University Library needs to acquire approximately 20 to 30 volumes each semester in linquistics books.
      - per semester (Cost: 300.00
      - annually (Cost: 600.00

   c. One IBM Selectric typewriter with a phonetic ball. (Cost: 700.00

   d. One loop-playback tape recorder (Cost: 250.00

7. The Desensitization Laboratory does not require a lot of space but it would need a permanent allocation of 150 square feet in order to accommodate seven students per session. It is important to the program that allotted space not be excessively large. As near to the required space as possible would be ideal.

8. The base operating allocation for the Forensics Program should be increased in the following way:

1975-76	$ 4,000.00
1976-77	6,000.00
1977-78	8,000.00
1978-79	10,000.00
1979-80	12,000.00

   This level of funding is not considered excessive since many comparable universities around the country regularly invest $13,000 to $25,000 annually.

9. KGOU-FM will not in the forseeable future be able to provide new equipment needs. Several basic pieces of equipment are needed:

   a. To provide proper FCC proof of performance measures, the station requires:

      1 audio oscillator
      1 calibrated gain set
      1 oscilloscope
      1 transitor tester
      1 solid state RF amplifier

1 48 volt DC power supply
1 24 volt DC power supply

(Total Cost: $ 4,000.00)

b. To improve service to the University Community by obtaining wider exposure and increased sales revenue, KGOU needs a 330-Foot tower on OU's South Campus with required housing for transmitter and supportive equipment.

c. To obtain a Class C FCC broadcast license and to allow for a high power station operation, KGOU requires:

1.	Investigation of possible acquisition of such a license allocation requiring service of a consulting engineer from Washington, D.C.	(Total Cost:	$20,000.00
2.	Licensing Fees	(Cost:	3,100.00
3.	1 40KW FM Transmitter	(Cost:	90,000.00
4.	Ten-bay FM antenna	(Cost:	20,000.00
5.	Auxiliary and supportive equipment	(Cost:	16,400.00
6.	Installation Costs	(Cost:	25,000.00
		TOTAL COSTS:	$ 175,000.00

VI. PROJECT SUMMARY, TIMING, AND PLANNED EVALUATIONS

The Five-Year Plan for the Department of Speech Communication of the University of Oklahoma is an important document, representing planned growth and development since 1969, and a project direction for the next five years--1975-1980. The department has taken a position that the ordered emphases of this program should: (1) Intensify the departments research capability; (2) Improve the teaching capacity of the department, and (3) Improve the service function of the department in terms of university, community, state, national, and international service.

It is obvious that not all of the plans in this program are likely to receive sufficient support in the next five years. These plans, however, represent important idealizations, and become important criteria for evaluation of the university support and departmental efforts. Even more, we view this document as an important guide to future growth and where our energies should be channeled.

This document has articulated its philosophical rationale for development based on the Wingspread, St. Charles, and New Orlens conferences. It has been shown that these criteria are significant for the evaluation of a program in speech communication and its relative national significance. Based upon the recommendations of the Provost (Memo 74/7), this report was organized as follows: I. Faculty Planning, including statement of objectives, progress to date, and ordered priorities; II. Students, including statement of objectives, progress to date, and ordered priorities; III. Academic Programs, including statement of objectives, progress to date, and ordered priorities; IV. Departmental Administration and Services, including a statement of objectives, progress to date, and ordered priorities, and V. Financial and other resources--operational and capital improvements.

<u>At no point, however, has there been presented an overall priority statement, which reflects the total concern of the department in teaching, research, and service</u>. In addition, no discussion has been presented regarding the timing of these priorities over the next five years.

It is the purpose of this section of the Five-Year-Plan to present the ordered priorities of the department, representing the relative emphasis on research, teaching, and service of the department, university, and the national position of Speech Communication. Therefore, in order of emphasis, we present the following total priority list, with references to previous sections of this document in terms of rationale and programs:

A. Research Priorities

"The Department of Speech Communication believes that the major effort required over the next five years (1975-1980) is to:

1. Increase its emphasis on research, both theoretical and applied;. . . ." (p. 4)

Emphasis on research is supported by Provost Hunsberger's Memorandum 74/7 of September 3, 1974.

Emphasis on research is supported by the following New Orleans Conferences Resolutions (See Appendix A):

Resolution No. 1 --Emphasis of scientific approach.
Resolution No. 5 --Awareness of research in related fields.
Resolution No. 6 --Participation in research in related fields.
Resolution No. 10--Research current social problems.
Resolution No. 11--Research contemporary individual and social problems.
Resolution No. 12--Present research to all levels of government.
Resolution No. 15--Utilize "popular publications," other channels to present research.
Resolution No. 28--Research on outlines in speech-communication theories.
Resolution No. 29--Research on process nature of speech communication.
Resolution No. 30--Research on independent, dependent variables of messages.
Resolution No. 31--Research relation of speech communication theories with other related areas of study.
Resolution No. 32--Extended existing research to pressing social and intercultural problems.

Thirteen priorities have been offered in the previous section of this document regarding research. This section presents the departments ordered priorities of departmental needs regarding research:

Research Priority No. 1	--The obtaining of research expertise in Mass Communication (See IC)	$13,500.00
Research Priority No. 2	--The obtaining of research expertise in Speech Education (See IC)	$13,500.00
Research Priority No. 3	--The obtaining of four Graduate Research Assistants (See IIC1a, IIC1b)	$13,680.00
Research Priority No. 4	--The funding of Data Gathering Equipment for SCRL (See VC3)	$13,500.00

Research Priority No. 5 --	Increased funds for Research Support (See IIC4c, VC)	Included in C-Budget request
Research Priority No. 6 --	Research priority of Central Stenographic Services (See IIC4a)	No cost
Research Priority No. 7 --	Funding of Colloquia Services (See IIC2)	$ 1,600.00
Research Priority No. 8 --	OU Roundtable on Communication Studies and Journal (See IIIC4, IIIC5)	$ 4,560.00
Research Priority No. 9 --	Funding of SCRL Data Analysis Equipment (See VC4) nonrecurring	$17,500.00
	recurring	2,400.00
Research Priority No. 10--	Funding of Secretarial Support for Research (See IIC4b, VC)	Included in B-Budget Increase
Research Priority No. 11--	Graduate Research Excellence Award (See IIC5)	$ 168.00 (Waiver of tuition for one semester)
Research Priority No. 12--	Involvement of undergraduates in Research (See IIC8)	No cost
Research Priority No. 13--	Funding of Speech & Hearing Clinic Equipment (See VC5)	$10,000.00
Research Priority No. 14--	Funding of Chair of Oratory (See IIIC3)	$750,000.00

2. Secondary in departmental emphasis (to research) are the following fifteen ordered priorities for teaching:

Teaching Priority No. 1 --	Resolution of University support for Television Instruction (including equipment) (See IVC1)	Cost unknown
Teaching Priority No. 2 --	Resolution of Role of Cable Television in Instruction (including equipment) (See IVC2)	Cost unknown
Teaching Priority No. 3 --	Funding of equipment needs for Linguistics Program (See VC6) nonrecurring	$ 1,410.00
	recurring	600.00
Teaching Priority No. 4 --	Adequate Funding of C-Budget (See VC1)	+$7,000.00/ +10,000.00

Teaching Priority No. 5 --	Adequate Funding of B-Budget (See VC2)	$13,000.00
Teaching Priority No. 6 --	Funding of two Teaching Associates for Linguistics (See IIC1d)	$ 7,027.00
Teaching Priority No. 7 --	Funding of two Speech Education Teaching Associates (See IIC1d)	$ 5,750.00
Teaching Priority No. 8 --	Funding of two Teaching Associates for Broadcasting (See IIC1d)	$ 5,750.00
Teaching Priority No. 9 --	Funding of four Teaching Associates for General Communication (See IICd)	$11,500.00
Teaching Priority No. 10--	Space Allocation for Learning Resource Center (See VC4)	No cost
Teaching Priority No. 11--	Equipment for Learning Resource Center (See VC4)	$28,505.00
Teaching Priority No. 12--	Teaching Excellence Award (See IIC5)	$ 168.00 (Waiver of tuition for one semester)
Teaching Priority No. 13--	Research and create regularized method of information gathering on undergraduates (See IIC6)	No cost
Teaching Priority No. 14--	Research and create plan for individual and group advisement for undergraduates (See IIC7)	No cost
Teaching Priority No. 15--	Funding of two Forensics Teaching Assistants (See IIC1d)	$ 5,100.00

3. Third in relative emphasis of the Department are the following ordered fourteen priorities for service:

Service Priority No. 1 --	Reorganization of the clinic, including adoption of a proposal for fees (See IIIC1)	No cost
Service Priority No. 2 --	Funding of one auditory rehabilitation specialist (See IC)	$10,500.00
Service Priority No. 3 --	Funding of Operations Budget for Speech & Hearing Clinic (See VC5)	$ 1,800.00 annually
Service Priority No. 4 --	Attainment of 8-10 percent annual increase in gross sales by KGOU-FM (See IVC3)	No cost

Service Priority No. 5 --	Funding of one clinical supervisor for Speech & Hearing Clinic (See IC)	$10,000.00
Service Priority No. 6 --	Funding of four minority-group graduate assistants and recruitment costs (See IIC1)	$17,640.00
Service Priority No. 7 --	Funding of KGOU "proof of performance" equipment (See VC9a)	$ 4,000.00
Service Priority No. 8 --	Funding of Service Excellence Award (See IIC5)	$ 168.00 (Waiver of tuition for one semester)
Service Priority No. 9 --	Funding of second clinical supervisor (See IC)	$10,000.00
Service Priority No. 10--	Funding four minority group undergraduate assistants (See IIC3)	$18,016.00
Service Priority No. 11--	Involvement of graduate and undergraduate students in service (See IIA6, IIB6)	No cost
Service Priority No. 12--	Funding of KGOU-FM improvement in Service (See VC9b)	$25,000.00
Service Priority No. 13--	Funding of Forensics Program (See VC8)	$12,000.00
Service Priority No. 14--	Funding of KGOU-FM Class C FCC license (See VC9c)	$175,000.00

It will be obvious that this priority statement represents a considerable amount of money in increases over the 1974-75 level. Table II represents the breakdown of recurring and nonrecurring funding needs for research, teaching, and service improvement. It should be noted that the footnoted items indicate that the Department expects to obtain these items from outside private and governmental grants.

The important question becomes: If the Department of Speech Communication is able to obtain only $100,000.00 in new funds from any source by 1980, where should it be spent? We suggest the following schedules:

TABLE II

	Recurring Annual Costs	Nonrecurring Costs		Totals
RESEARCH				
New Faculty	$27,000.00	SCRL Equipment needs	$17,500.00[1]	
Research Assistants & Associates	14,054.00			
Colloquia Series	1,600.00[6]			
OU Roundtable & Journal	2,960.00[6]			
ITF	1,200.00			
IBM Keypunch	1,200.00			
Tuition Waiver	168.00			
Subtotal	$48,182.00	Subtotal	$17,500.00	$65,682.00
TEACHING				
		Learning Center	26,705.00	
Teaching Assistants (In addition to present G.A. Pool Allocation)	1,157.00	Linguistic Needs	1,410.00	
Teaching Associates (9 months)	23,000.00			
Teaching Associates (12 months)	7,027.00			
C-Budget Increase	10,000.00			
B-Budget Increase	13,000.00			
Learning Center	1,800.00			
Tuition Waiver	168.00			
Linguistic Book Acquisitions	600.00			
Subtotal	$56,752.00	Subtotal	$28,115.00	$84,867.00

Table II Cont'd

	Recurring Annual Costs	Nonrecurring Costs	Totals
SERVICE			
Clinical Personnel	$30,500.00	Clinic Equipment $10,000.00[3]	
Minority Student Program	35,656.00[5]		
Clinic Operations	1,800.00	KGOU-FM $24,000.00[4]	
Forensics	12,000.00		
Tuition Waiver	168.00		
Subtotal	$80,124.00	Subtotal $214,000.00	$294,124.00
Endowed Chair		750,000.00[2]	$750,000.00
TOTAL	$185,058.00	TOTAL $1,009,615.00	$1,194,673.00
Total anticipated funding in private funds and grants (See footnoted items in Table II)	$37,256.00	$1,000,705.00	$1,037,961.00
University Support anticipated	$147,801.00	$8,910.00	$156,711.00*

[1]NIE, NSF Grant Possibility

[2]Privately raised by friends of Carl Albert

[3]NIMH, NIH, HEW Grant Possibility

[4]Should be funded by alumni and special state grant

[5]Should be shared funding by Federal, State agencies

[6]Initial 3-year trial funding by private group, with aim of self-supporting after that

*Total 1974-75 budgeting level for the Department, including A-, B-, and C-Budgets, is $277,886.00. The increase in university support requested here is $156,711.00, or a total of all budgets of $434,597.00 as a projected need for the 5-year plan. This represents a 56 percent increase in university support, a realistic proposal in our opinion.

DEPARTMENTAL ACTION IF NO INCREASE IN FUNDING

1. Remove television instruction from curriculum
2. Rollback sections of basic course
3. Assign one Graduate Assistant to Speech Education
4. Assign one Graduate Assistant to Speech Communication Research Laboratory
5. Close Speech and Hearing Clinic for summers
6. Risk loss of KGOU-FM FCC license
7. Assign one Graduate Assistant to Linguistics
8. Assign one Graduate Assistant to Desensitization Laboratory
9. Assign eight Graduate Assistants to Basic Course
10. Assign one Graduate Assistant to General Communication
11. Close Main Office 4-8 weeks each year
12. Remove all telephones from department except two
13. Restrict all long-distance phone calls
14. Restrict use of departmentally prepared examinations
15. Remove all copying equipment from the department
16. Require all faculty and graduate students to prepare research reports at their own expense (most affect would be on graduate students who have low income)

DEPARTMENTAL ACTION IF $25,000.00 INCREASE

1.	Teaching Priority No. 3	$ 1,410.00
2.	Teaching Priority No. 4	$10,000.00
3.	Teaching Priority No. 5	$13,000.00
4.	Research Priority No. 6	No Cost
5.	Research Priority No. 7	$ 1,600.00
6.	Research Priority No. 10	(Included in Item 3 above)
7.	Research Priority No. 5	(Included in Item 2 above)
8.	Research Priority No. 11	$ 168.00
9.	Research Priority No. 12	No Cost
10.	Teaching Priority No. 1	Unknown
11.	Teaching Priority No. 2	Unknown
12.	Cancellation of No Increase Actions 1,11,12,13,14,15	(See p. 78)
13.	Teaching Priority No. 12	$ 168.00
14.	Teaching Priority No. 13	No Cost
15.	Teaching Priority No. 14	No Cost
16.	Service Priority No. 1	No Cost
17.	Service Priority No. 4	No Cost
18.	Service Priority No. 8	168.00
19.	Service Priority No. 11	No Cost
	Total Costs (1975) dollars	$26,924.00

1. Represents university funding requests of $24,914.00
2. Represents grant funding requests of $2,010.00

$50,000.00 Increase

1.	All proposals in $25,000.00 projected increase would be included	$26,924.00[2]
2.	Research Priority No. 1	13,500.00[3]
3.	Research Priority No. 2	13,500.00[3]
	TOTAL	$53,924.00

1. This represents $51,914.00 in university support.
2. This includes $2,010.00 in grant support.
3. This represents university funding requests.

$75,000.00 Increase

1.	All proposals in $50,000.00 projected increase would be included	$53,924.00
2.	Research Priority No. 3	13,680.00
3.	Teaching Priority No. 6	7,027.00
4.	Teaching Priority No. 7	5,750.00
5.	Cancellation of No-increase actions 3, 4, 7, 8	No cost
6.	Cancellation of No-increase action 2, 9, and increase basic course sections	No cost
	TOTAL	$80,381.00

1. This represents $78,371.00 in university support
2. This represents $2,010.00 in grant support.

$100,000.00 Increase

1.	All proposals in $75,000.00 projected increase would be included	$80,381.00
2.	Research Priority No. 4	17,500.00
3.	Teaching Priority No. 9	11,500.00
4.	Teaching Priority No. 8	5,750.00
	TOTAL	$115,131.02

1. This represents $13,500.00 in grant support.

2. This represents $15,510.00 in total grant support.

$125,000.00 Increase

1.	All proposals in $100,000.00 projected increase would be included.	$115,131.00
2.	Research Priority No. 8	4,500.00[1]
3.	Teaching Priority No. 10	No cost
4.	Teaching Priority No. 11	28,505.00[2]
	TOTAL	$148,196.00[3]

1. This represents $2,960.00 in grant support.

2. This represents $26,705.00 in grant support.

3. This represents $45,115.00 in total grant support.

$150,000.00 Increase

1.	All proposals in $125,000.00 projected increase would be included	$148,196.00
2.	Service Priority No. 2	10,500.00
3.	Service Priority No. 5	10,000.00
	TOTAL	$168,696.00[1]

1. This represents $48,175.00 in total grant support.

$175,000.00 Increase

1.	All proposals in $150,000.00 increase would be included	$168,696.00
2.	Service Priority No. 3	1,800.00
3.	Service Priority No. 7	4,000.00[1]
4.	Service Priority No. 9	10,000.00
	TOTAL	$185,496.00[2]

1. This represents $4,000.00 in grant support.

2. This represents $52,175.00 in total grant support.

$200,000.00 Increase

1.	All proposals in $175,000.00 increase to be included	$185,496.00
2.	Service Priority No. 6	17,640.00[1]
3.	Teaching Priority No. 15	5,100.00
	TOTAL	$208,236.00[2]

1. This represents $17,640.00 in grant support.

2. This represents $69,815.00 in total grant support.

$250,000.00 Increase

1.	All proposals in $225,000.00 increase to be included	$208,236.00
2.	Service Priority No. 10	18,016.00[1]
3.	Service Priority No. 13	12,000.00
	TOTAL	$238,252.00[2]

1. This represents $18,016.00 in grant support.

2. This represents $87,831.00 in total grant support.

Additional Increase

1.	All proposals in $250,000.00 increase to be included	$238,252.00
2.	Service Priority No. 12	25,000.00[1]
3.	Service Priority No. 14	175,000.00[1]
4.	Endowed Chair	750,000.00[1]
	TOTAL	

1. This represents $950,000.00 in grant support.

As an important part of the evaluation process of this plan, it is the intent of the Department of Speech Communication to conduct a three-level review:

1. Four participants in the New Orleans Conference have accepted our invitation to review this plan, both in terms of its conformity to national guidelines, and its quality as an instrument of national recognition. These scholars include: Professor Theodore Clevenger, former president of the Speech Communication Association of America and currently assistant provost at Florida State University; Professor Samuel Becker, immediate past-president of the Speech Communication Association of America, now chairman of the Department of Speech Communication at the University of Iowa; Professor Thomas Scheidel, immediate past-editor of the Quarterly Journal of Speech, and a distinguished scholar at the University of Wisconsin-Madison, and Professor Kenneth Sereno, a distinguished scholar from the University of Southern California.

2. Conduct an annual faculty review in the Spring Semesters of 1976, 1977, 1978, 1979, and 1980. Committee A, as part of its responsibility to provide guidance in fiscal support for the department's research, teaching, and service objectives, is asked to prepare a progress document for the department and the university administration. Such a document should highlight central areas of success and failure in the achievement of these goals.

3. Invite a team of national scholars to visit in 1978 or 1980 the Department of Speech Communication for the purpose of assessing progress toward the achievement of these goals. Such a team would be a quasi-official group, such as the team of scholars evaluating this plan. This team would make recommendations that would aid the faculty in the continued improvement of its scholarly efforts, including research, teaching, and service.

It is clear that this five-year-plan is beyond the funding capacities of the University of Oklahoma. It is clear that outside funding is essential, requiring university support for its efforts in obtaining outside funding of many of these projects. It is most clear, however, that the university must provide the best financial support it can. Most of all, moral support of the university is a necessary condition for any proud achievements of this Department.

APPENDIX A

REPORT OF THE NEW ORLEANS CONFERENCE ON RESEARCH AND INSTRUCTIONAL DEVELOPMENT

Listing of Participants

Arnold, Carroll C. (Ph.D., University of Iowa, 1942)
Professor of Speech, Pennsylvania State University

Arnold, William E. (Ph.D., Pennsylvania State University, 1966)
Assistant Professor of Speech, University of Connecticut

Auer, J. Jeffery (Ph.D., University of Wisconsin, 1947)
Professor of Speech and Chairman, Department of Speech and Theatre

Barker, Larry L. (Ph.D., Ohio University, 1965)
Assistant Professor of Speech and Assistant Director, Communication Research Center in the Department of Speech, Purdue University

Becker, Samuel L. (Ph.D., University of Iowa, 1953)
Professor of Speech and Chairman Elect, Department of Speech and Dramatic Art, University of Iowa

Black, John W. (Ph.D., University of Iowa, 1935)
Professor of Speech and Director, Speech and Hearing Science, Ohio State University

Bowers, John Waite (Ph.D., University of Iowa, 1962)
Associate Professor of Speech and Dramatic Art, University of Iowa

Brown, Irving M. (Ph.D., Ohio State University, 1961)
Theatre Education Specialist, United States Office of Education, Arts and Humanities Program

Carmichael, Carl W. (Ph.D., University of Iowa, 1965)
Assistant Professor of Speech, University of Oregon

Clevenger, Theodore, Jr. (Ph.D., Florida State University, 1958)
Professor of Speech and Chairman, Department of Speech, Florida State University

Cronkhite, Gary L. (Ph.D., University of Iowa, 1965)
Associate Professor of Speech and Psychology, and Director, Communication Research Laboratory, Illinois State University

Dance, Frank E.X. (Ph.D., Northwestern University, 1959)
Professor of Communication and Director, The Speech Communication Center, University of Wisconsin-Milwaukee

Darnell, Donald K. (Ph.D., Michigan State University, 1964)
Associate Professor of Speech, University of Colorado

DeVito, Joseph A. (Ph.D., University of Illinois, 1964)
Assistant Professor of Speech, Hunter College of the City University of New York

Dietrich, John E. (Ph.D., University of Wisconsin, 1945)
Assistant Provost and Director of the Educational Development Program, Michigan State University

Ehninger, Douglas (Ph.D., Ohio State University, 1949)
Professor of Speech, University of Iowa

Goldberg, Alvin A. (Ph.D., Northwestern University, 1959)
Professor of Speech, University of Denver

Goyer, Robert S. (Ph.D., Ohio State University, 1955)
Professor of Interpersonal Communication and Director, Center for Communication Studies, Ohio University

Haiman, Franklyn S. (Ph.D., Northwestern University, 1948)
Professor of Public Address and Group Communication, and Chairman, Department of Public Address and Group Communication, Northwestern University

Hall, Robert N. (Ph.D., University of Michigan, 1963)
Associate Executive Secretary, Speech Association of America

Harms, L.S. (Ph.D., Ohio State University, 1959)
Associate Professor of Speech-Communication, University of Hawaii

Higginbotham, Dorothy C. (Ph.D., Northwestern University, 1961)
Associate Professor of Speech, Southern Illinois University

Johnson, F. Craig (Ph.D., University of Wisconsin, 1958)
Associate Professor of Communication, Michigan State University

Kibler, Robert J. (Ph.D., Ohio State University, 1962)
Associate Professor of Speech and Associate Director, Communication Research Center in the Department of Speech, Purdue University

Matthews, Jack (Ph.D., Ohio State University, 1946)
Chairman, Department of Speech and Director, Graduate Study in Audiology-Speech Pathology, University of Pittsburgh

Miller, Gerald R. (Ph.D., University of Iowa, 1961)
Associate Professor and Director of Graduate Studies, Department of Communication, Michigan State University

Nebergall, Roger E. (Ph.D., University of Illinois, 1956)
Professor of Speech and Chairman, Department of Speech, University of Oklahoma

Osborn, Lynn R. (Ed. D., University of Kansas, 1962)
Associate Professor of Speech and Assistant Dean of Faculties for Research, University of Kansas

Paulson, Stanley F. (Ph.D., University of Minnesota, 1952)
Professor of Speech and Chairman, Department of Speech, Pennsylvania State University

Piché, Gene L. (Ph.D., University of Minnesota, 1967)
Assistant Professor, Department of Speech, Communication and Theatre Arts; Department of Secondary Education, University of Minnesota

Ragsdale, J. Donald (Ph.D., University of Illinois, 1964)
Assistant Professor of Speech, Louisiana State University

Roever, James E. (Ph.D., University of Iowa, 1962)
Assistant Professor of Public Address and Director, Quantitative Research in Communication Arts and Director of Research Elect, Speech Association of America, Northwestern University

Scheidel, Thomas M. (Ph.D., University of Washington, 1958)
Associate Professor of Speech, University of Illinois

Sereno, Kenneth K. (Ph.D., University of Washington, 1964)
Assistant Professor of Speech, University of Washington

Smith, Raymond G. (Ph.D., University of Wisconsin, 1950)
Professor of Speech, Indiana University

Walker, Robert H. (Ph.D., University of Pennsylvania, 1955)
Director, Division of Education and Public Programs, National Endowment for the Humanities

Williams, Frederick (Ph.D., University of Southern California, 1962)
Associate Professor of Speech and Communicative Disorders, University of Wisconsin

Windes, Russel R. (Ph.D., Northwestern University, 1959)
Professor of Communication and Chairman, Department of Communication Arts and Sciences, Queens College of the City University of New York

Work, William (Ph.D., University of Wisconsin, 1954)
Executive Secretary, Speech Association of America

Recommendations

Recommendation 1: Within the scope of a central focus on spoken symbolic interaction, the conference participants recommend that the importance of scientific approaches in speech-communication research be stressed.

Recommendation 2: The conferees encourage the use of scientific approaches to inquiry in many areas of speech-communication which have traditionally used different approaches--such as rhetorical criticism, oral interpretation and theatre.

Recommendation 3: The conference participants strongly recommend to colleagues in the Speech Association of America that the Association consider changing its name to include the word "communication."

Recommendation 4: The conferees strongly recommend to colleagues in the Speech Association of America that academic units in speech-communication seriously consider a name change which includes the word "communication."

Recommendation 5: The conferees encourage speech-communication scholars to be informed of relevant contributions from related fields, to make their research findings available to scholars in related areas of study and to participate in appropriate research programs with scholars in other areas of study.

Recommendation 6: The conferees recommend to our colleagues that the scholarly and educational objectives of the speech-communication area--the understanding and modification of communicative behaviors--be related productively to theory and performance in other areas traditionally embraced by the Speech Association of America.

Recommendation 7: The conferees encourage speech-communication scholars to identify and study communication problems within the academic community.

Recommendation 8: The conferees recommend that academic units concerned with speech-communication scholarship be organized in such a way as to implement the recommendations of this conference.

Recommendation 9: The conferees encourage colleagues to accept the view that the central concern of the speech communication area is with spoken symbolic interaction and is thus socially relevant.

Recommendation 10: The conference participants encourage speech-communication scholars to design and execute research dealing with the speech-communication dimensions of current social problems.

Recommendation 11: The conferees encourage speech-communication scholars to make every effort to apply the findings of their research to the solution of contemporary individual and social problems.

Recommendation 12: The conferees encourage scholars in the speech-communication area and where appropriate the Speech Association of America, to pursue representation of their positions at all levels of government

Recommendation 13: The conferees encourage scholars in the speech-communication area to recognize their continuing obligation to expose what they consider to be instances of unethical communication.

Recommendation 14: The conferees vigorously encourage speech-communication scholars to include a broader cultural, geographical, and racial representation in our professional associations.

Recommendation 15: The conferees encourage speech-communication scholars to make a continuing effort to communicate pertinent content and research findings to the general public through appropriate channels. Such efforts should be accorded the respect and appreciation of the profession.

Recommendation 16: The conference participants strongly encourage academic units in our area to develop a scientifically based instructional program in speech-communication.

Recommendation 17: The conferees encourage scholars to develop a systematically articulated program of speech-communication instruction extending from the pre-school experience through the graduate program which reflects findings derived from speech-communication theory and research.

Recommendation 18: The conference participants encourage academic units in our area to make pertinent speech-communication courses available to interested students in all areas of study.

Recommendation 19: The conferees encourage academic units in our area to provide a course focusing on the instructional communication process for all prospective teachers.

Recommendation 20: The conferees encourage academic units in our area to provide honor programs for outstanding speech-communication majors in which independent study and research are emphasized.

Recommendation 21: This conference urges the Speech Association of America to arrange a continuing series of conferences designed to bring together speech-communication researchers and other scholar-educators in the field. The purposes of such conferences might include the following:

a. To provide an opportunity for the exchange of ideas and information among the participants.
b. To develop instructional research programs in speech-communication for the elementary and secondary levels.
c. To revise existing curricula and instruction on the basis of empirical research in speech-communication.

Recommendation 22: The conferees strongly recommend that administrators of speech-communication units create attractive opportunities for faculty members to acquire and augment research and information competencies needed for excellence in research and instruction.

Recommendation 23: The conferees encourage the Speech Association of America to sponsor research conferences at regular intervals in response to the needs of its constituent bodies. The concerns of such conferences should include the appraisal and evaluation of current research projects. The findings of such conferences should be disseminated widely through Association channels.

Recommendation 24: The conferees recommend that the Speech Association of America study the need for creating, or fostering the creation of, a network of "communication task forces" which can be utilized for such purposes as: providing an impartial communication channel where and when appropriate; gathering data concerning the communication dimensions of crisis and traumatic events; and offering expert advice and counsel where appropriate and welcome.

Recommendation 25: The conferees encourage the Speech Association of America to assess and make appropriate recommendations relative to establishing research libraries, establishing tape and film repositories for use in research and teaching, publishing information to facilitate access to such resources, and other collection and dissemination activities.

Recommendation 26: The conferees recommend that the Speech Association of America encourage appropriate groups to establish minimal standards for adequate training in their respective areas. These standards should not relate to accreditation of academic units or certification of individuals. However, they should serve to remind members of the field that the Association desires high standards in curriculum, instruction and research.

Recommendation 27: The conferees encourage the Speech Association of America to establish interdisciplinary research programs with other national and international, professional organizations (e.g., Linguistics Society of America, American Political Science Association, and American Educational Research Association).

Recommendation 28: The conferees encourage speech-communication scholars to undertake a program of formally defining the outlines of speech-communication theories.

Recommendation 29: The conferees encourage research emphasizing the interactive, on-going, process nature of speech-communication.

Recommendation 30: The conferees encourage methodological research designed to produce more precise definitions of independent and dependent variables, particularly variables influencing the characters of messages and their effects.

Recommendation 31: The conferees encourage research relating speech-communication theories to the theories and research of related areas of study.

Recommendation 32: Although the conference participants stress the needs for basic research, they encourage attempts to extend the generalizations from speech-communication research to pressing social and intercultural problems.

Recommendation 33: The conference participants recommend that the criteria for admission to graduate programs in speech-communication include provisions for students who have not, as well as those who have, completed specified undergraduate courses.

Recommendation 34: The conferees encourage efforts at the local, national and international levels to recruit to the field qualified graduate students representing broadly based cultural, geographical and racial groupings.

Recommendation 35: The conferees encourage the development and validation of instruments and procedures for predicting success of students undertaking graduate programs in speech-communication.

Recommendation 36: The conferees recommend that undergraduate college courses in this area of study be developed and/or modified to include recent research and theory in speech-communication.

Recommendation 37: The conferees encourage the establishment of opportunities for undergraduate students to participate in research, including courses in directed and independent study.

Recommendation 38: Where colleges or universities have arrangements to allow special or experimental courses in areas of special undergraduate interest, or developing knowledge, the conferees encourage academic units in our field to develop such courses utilizing resources in speech-communication research.

Recommendation 39: To prepare graduate students better and to make undergraduate programs in speech communication generally more viable, the conferees recommend that undergraduate programs include many of the substantive areas of study that formerly have been identified primarily with graduate work.

Recommendation 40: The conferees recommend that a graduate student in speech-communication be introduced to the following areas by the end of his first year of graduate study: (a) contemporary communication theories and research, (b) research methods, (c) philosophy of science, (d) history and development of rhetorical theory, and (e) language structure and meaning.

Recommendation 41: The conference participants encourage student participation in research and writing at all levels of graduate education in speech-communication.

Recommendation 42: Conferees recommend that a student's introduction to speech-communication be completed and his competence determined by the end of his first year of graduate study so that he will then be free to specialize in a relatively narrow subdivision of the field for the remainder of his training program.

Recommendation 43: The conferees recommend that the empirically-oriented graduate student in speech-communication do intensive study in his specialty and take those courses within and outside his academic unit that are related to his area of specialization.

Recommendation 44: The conferees encourage academic units to modify graduate programs to include periods of field internship, teaching internship, and/or research apprenticeship.

Recommendation 45: The conference participants encourage academic units to establish research centers.

Recommendation 46: The conferees encourage the establishment of institutional arrangements which adapt the research tool requirements to the needs of the individual student and his area of specialization.

*These recommendations were adopted at the New Orleans Conference, and are reported in Conceptual Frontiers in Speech-Communication: Report of the New Orleans Conference on Research and Instructional Development. Robert J. Kibler and Larry L. Barker (eds.). New York: Speech Communication Association of America, 1969.

APPENDIX B

INFORMATION ON THE GRADUATE PROGRAM
AND ASSISTANTSHIPS

INTRODUCTION

The Department of Speech Communication at the University of Oklahoma is committed to an integrated approach to the study of speech communication.

The field of speech communication has four broad areas of concern and a number of appropriate research methodologies. Our goal is to acquaint graduate students with these emphases and the major methods of research in human communication. The core curriculum is designed to cover historical, interpersonal, mass, and social perspectives of speech communication as well as critical and experimental research techniques. Beyond the core curriculum, the student at the Master's or Doctoral level may specialize in one or more areas. Hopefully, the graduate of this program--whatever his personal special interests in communication studies--will fit into any department of speech communication and have at least a minimal acquaintance with any research approach.

To aid the student in his research, the department maintains a Speech Communication Research Laboratory which involves both faculty and student research projects. Further, the department sponsors a number of special consulting and training services which give faculty and students an opportunity to work at a practical level with applications of communication theory. Beyond research and consulting opportunities, a number of graduate assistants are afforded an opportunity to teach courses at the lower division level under faculty supervision.

Although the Department of Speech Communication has grown substantially in recent years, every effort is made to insure individual attention and to maximize faculty-student interaction. The graduate program is designed to draw upon the academic resources of the entire university having areas related to communication study. Each graduate student has a committee comprised of departmental and outside professors who work with him in the development of his program and counsel with him on his research.

A departmental examination over the core curriculum will assist the incoming Doctoral student in making an inventory of his needs in the four major program areas. This exam will aid him in including in his course program whatever basic courses may be desired or needed to round out his knowledge in the field of communication study. Of course, constant advisement of his major professor or other faculty members is always available.

The department feels a responsibility to its students beyond their years in residence. Every effort is made to assist them in job placement as well as remaining available as needed after they leave the campus.

The study of human communication has never enjoyed a more challenging and interesting period. It is the hope of the department that the student's work at the University of Oklahoma will reflect the excitement of the field and be rewarding and useful to you.

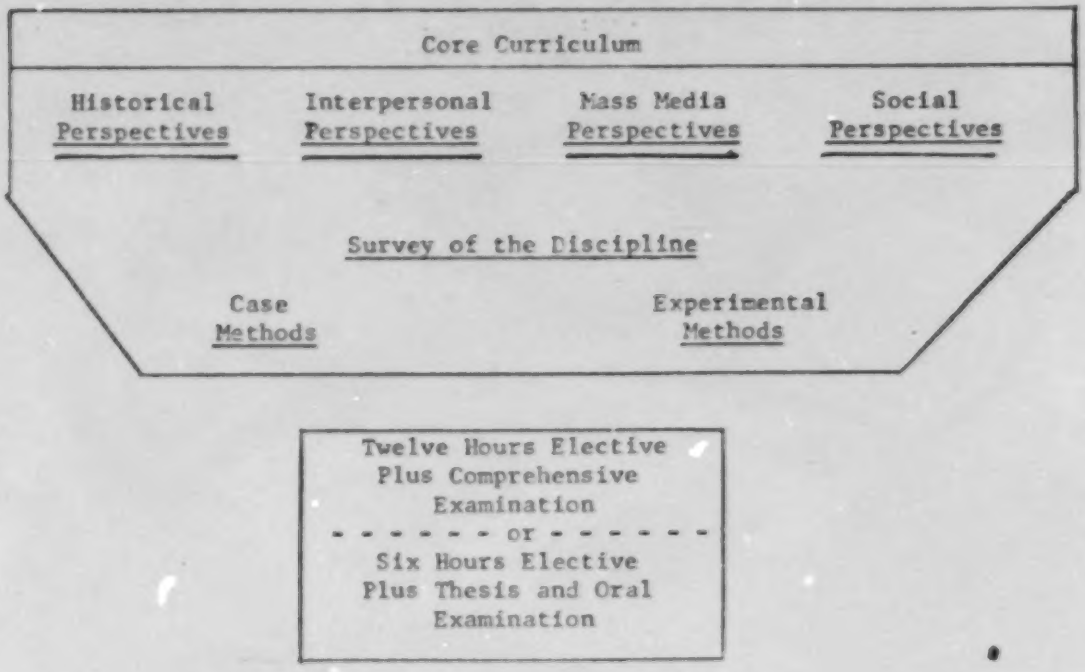
PART I. CURRICULA OF THE GRADUATE PROGRAM IN SPEECH COMMUNICATION

A. Diagrammatic Representation of Graduate Program

The following diagram provides an overview of the substantive requirements and curricular options in the graduate program. The diagram accentuates the integration of subject areas and perspectives of study in our program.

Each underlined phrase is an abbreviated reference to a subject area of study; to consider the coursework offered in each area, see the course descriptions provided in Appendix C. The color of the lines indicates the perspective of our discipline in which that coursework primarily resides. For more details consider the narrative explanation which follows.

MASTER OF ARTS



DOCTOR OF PHILOSOPHY

Advisory Conference Examination
Based on M.A. Core Courses (See pages 8-9)

TRACKS OF SPECIALIZATION, BEYOND CORE CURRICULUM

HISTORICAL PERSPECTIVE		INTERPERSONAL PERSPECTIVE		MASS MEDIA PERSPECTIVE	
Greek Rhetorical Theory	British Public Address	Speech Behavior	Persuasion	International Broadcasting Media	Film Communication and Society
Roman Rhetorical Theory	American Public Address	Intra-personal	Argu-mentation	Broadcasting and Law	Management Problems in Broadcasting
Modern Rhetorical Theory	Semantics	Small Groups	Organiza-tional Communication	Educational Broadcasting	Cross Cultural Communication
	Instruc-tional Problems	Cross Cultural Communication	Instructional Problems	Persuasion	Instructional Problems

Intercurricular, Variable Coursework:
Variable Content Seminars (Max. 15 hrs.)
Independent Study (Max. 6 hrs.)
Directed Readings (Max. 6 hrs.)
Measurement Problems (Max. 3 hrs.)

Cognate Work Outside Department

Research Tools: Two Tools
6 - 9 hours each

Dissertation

B. Master's Degree Program

1. Program Objectives

The program objectives are: (1) to prepare students to conduct and utilize research in speech communication, and (2) to ground the student in the several areas of speech communication.

2. Program Options

The Master's student may pursue one of two options: (1) a no-thesis program requiring 32 hours of coursework and a comprehensive examination; or (2) a thesis program requiring 26 hours of coursework and a thesis and oral examination over the thesis and coursework. In either program students are recommended to take some coursework outside the department.

3. Core Curriculum

To insure uniformity and consistency in the quality of our Master's program, a core curriculum will be required:

5012, Speech Communication: Survey of a Discipline.
5023, Experimental Methods in Speech Communication Research.
5043, Rhetorical Criticism: Case Methods in Speech Communication Research.
5203, Speech Communication: Historical Perspectives.
5213, Speech Communication: Interpersonal Perspectives.
5223, Speech Communication: Mass Media Perspectives.
5233, Speech Communication: Social Perspectives.

If previous education permits, a student may bypass parts of the core curriculum and thereby increase elective credit.

4. Enrollment Expectations

A graduate student holding an assistantship may enroll in no more than twelve credit hours per semester during the regular year. To accumulate the necessary hours, therefore, the minimum time required is two semesters and one summer session. No more than eight credit hours may be transferred from another institution. At least sixteen hours must be taken in regularly scheduled classes on campus and in enrollments of not less than six hours. With permission of the Dean of the Graduate College, certain hours may be earned in absentia, especially those given for the thesis.

C. Doctoral Degree Program

1. Program Objectives

The program objectives of the Doctoral program are primarily threefold: (1) to produce a higher degree of sophistication in objectives of the Master's program, namely, the ability to conduct and utilize research

in speech communication, and the understanding of the breadth and dimensions of speech communication; (2) to blend for the student the best of the rhetorical and communication traditions in the field of speech communication; (3) to permit specialization and depth of research in an area of student interest.

2. Program Options

The Doctoral degree requires at least ninety credit hours beyond the Bachelor's degree in a planned course of study, including the completion of an acceptable dissertation and the demonstrated mastery of two research tools. At the discretion of the candidate's advisory conference, all or most of the hours applied toward his Master's degree may be applied toward his Doctoral degree; however, a Master's degree is not a prerequisite to undertaking a Doctoral program.

Each Doctoral student will be expected to choose one of the following alternatives: (1) concentration of coursework in one of the three tracks of study, e.g., minimum of 18 hours in one track with 10-12 hours to be distributed between the remaining track courses; or (2) concentration of coursework in two of the three tracks, e.g., minimum of 27-30 hours equally distributed between two track areas.

3. Tracks of Specialization

Three major tracks of study are available to Doctoral students, namely, historical, interpersonal, and mass media perspectives. A fourth track in social perspectives is envisioned when faculty, students, and finances permit.

The track in the historical perspectives includes the following course selections:

6113, The Evolution of Rhetorical Theory: The Greek Period.
6123, The Evolution of Rhetorical Theory: The Roman Period.
6133, The Evolution of Rhetorical Theory: The Modern Period.
6143, British Public Address.
6153, American Public Address.
6163, Semantics: Symbolic Process in Communication.
6410, Instructional Problems in Speech Communication Education.
6433, Cross Cultural Communication.

The track in the interpersonal perspectives includes the following course selections:

6213, Theories of Speech Behavior.
6263, Intrapersonal Speech Communication.
6233, Small Group Processes.
6243, Theories of Persuasion: Studies in Attitude Formation and Change.
6253, Argumentation: Theories and Methods.
6410, Instructional Problems in Speech Communication Education.
6423, Organizational Communication.
6433, Cross Cultural Communication.

The track in the mass media perspectives includes the following course selections:

6323, International Broadcasting Media.
6333, Management Problems in Broadcasting Media.
6343, Broadcasting and the Law.
6353, Educational Broadcasting.
6363, Film Communication and Society.
6423, Organizational Communication.
6433, Cross Cultural Communication.
6410, Instructional Problems in Speech Communication Education.

In addition to the primary courses in each track are variable content seminars, independent study, and directed readings. Each student is also expected to take at least fifteen hours outside the department in a cognate area designed to supplement his special interests.

4. Research Tools

The department requires each Doctoral student to obtain two research tools. Although the department recommends minimum expertise in statistics and a foreign language, the student's advisory committee will determine the specific research tools to be required, basing its decision on the previous training, program, and needs of the candidate. The department suggests two of the following options: (1) statistics; (2) a foreign language; (3) linguistics; (4) historiography; (5) computer science; or (6) another 6-9 hour course sequence which may later be planned and adopted by a student's advisory committee in response to his program and needs. The advisory committee will also specify how the required tools will be met.

5. Enrollment Expectations

A Doctoral student holding an assistantship may enroll in no more than twelve hours per semester during the regular academic year. In order to complete requirements beyond the Master's degree, at least two years and two summers are generally required. Requirements for residence appear in the current Graduate College Bulletin.

PART II. PROCEDURES FOR THE GRADUATE PROGRAM IN SPEECH COMMUNICATION

A. Admission Procedures

1. Application for Admission

The application form for admission to the University and Graduate College should be secured from the Office of Admissions, completed, and returned directly to that office. At the same time the student should arrange to have transcripts for all his undergraduate and graduate work sent to the Office of Admissions. After compiling all necessary materials the Office of Admissions sends the application to the Graduate College for a decision. Before acting on the application the Graduate College will request a recommendation from the department in which the student plans to do his major work. The Office of Admissions will inform the student whether he is admitted, admitted on probation, or refused admission. Admission requirements should be completed well before the date on which the student intends to enter the University, and must be completed before the student will be permitted to enroll.

2. Grade Requirements

The grade requirements for admission to the Graduate College are clearly stated in its bulletin. In general a "B" average in all undergraduate work is required. A student may be admitted to the Graduate College on probation if his grade average is somewhat below a "B" but sufficiently above a "C" (generally 2.5 to 2.99 on a 4-point scale). A student may be admitted on probation only on recommendation of the department concerned and with approval of the Graduate College; a student admitted on probation is not eligible for a graduate assistantship. When a student is admitted on probation, his first twelve hours of academic graduate work must average "B" or better; this work must be completed within one calendar year after initial enrollment. The student will then be removed from probation. An entering student must, of course, present the bachelor's degree from an accredited institution. If a student has already completed some graduate work, the grades in that work will be an important factor in admission.

3. Miscellaneous Admission Regulations

Any undergraduate student who requires less than eighteen hours to be granted the bachelor's degree and who has a "B" average or better in all coursework may enroll in courses carrying graduate credit. Specific permission must be given by the Graduate College for this work to apply toward a graduate degree.

The Speech Communication Department requires a substantial undergraduate background in social sciences or liberal arts including speech communication in order to achieve full graduate standing. The department also reserves the right to require a graduate student to take any undergraduate courses in speech communication in which he is found to be deficient.

The first responsibility of the advisor is to arrange for the student to take the departmental advisory examination. The advisory examination is administered by the Coordinator of Graduate Studies, will last approximately four hours, and consists of questions drawn from the subject areas of the courses in the Master's core curriculum. The examination is solely for the purpose of advisement and is not of a pass/fail nature.

Students who have previously taken core curriculum courses or who plan to take part or all of the core curriculum may with the consent of their committee wave a part or all of the examination. If the written examination, either in part of entirety, is waved, the committee may require the student to submit previous research papaers or other relevant materials to assist advisement.

After considering the results of the examination and/or other relevant materials, the conference committee meets with the student to discuss strengths and deficiencies revealed and, if necessary, suggest ways to overcome the deficiencies. The conference further helps the student plan his entire program of course work, select research tools, and work out a tentative calendar for research tools, comprehensive examination, and dissertation.

The final function of the conference committee is to help the candidate select a permanent advisory committee which continues to serve the student throughout his program. In most cases the members of the conference committee become the permanent advisory committee. Later, if a member of the committee or the candidate wishes to make a change in the membership of this committee, it may be done with the approval of the Graduate College and the individuals involved.

4. Composition of Advisory Committees

If a 'no-minor' program is followed, the advisory committee for a Master's student is normally composed of three members from the Speech Communication Department. If a 'major-minor' program is followed, a member from the minor department must be appointed to the committee. In any case, a committee member from outside the Department of Speech Communication is required by regulations of the Graduate College to be present for the oral examination over the thesis.

The conference committee and the permanent advisory committee for the Doctoral student must consist of at least four members. At least one member of these committees must be from the cognate area.

C. Evaluation Procedures

1. Progress Evaluation

The faculty of the Department of Speech Communication, consonant with the

B. Registration and Advisement Procedures

1. Initial Advisement for All Graduate Students

Upon arrival on campus the student should visit the Graduate College Office to be sure that all admission procedures have been completed. In the Speech Communication Department, the department chairman, aided by the appropriate faculty members will advise all entering graduate students on their first registration. An advisor and advisory committee will thereafter be formed for each student, usually during the student's first semester. When a student's initial enrollment is during a summer session, the appointment of an advisor and advisory committee may be postponed until the fall semester. Other arrangements may be necessary for students who attend only during summer sessions.

2. Subsequent Advisement for the Master's Student

The Speech Communication Department believes the student should become acquainted with the staff, program requirements, and course offerings before selecting an advisor and committee. The department chairman is usually not expected to continue as the student's advisor after his first registration. Toward the end of his first regular semester in residence, the student and department chairman will tentatively select an advisor. The student and his advisor will then decide on a committee.

This advisor will work with the student to plan a program and to work out a tentative time schedule for the written comprehensive examination or the thesis. The advisor and other committee members will assist the student throughout his program and will plan his comprehensive examination or will approve his thesis prospectus and hear the oral examination over the thesis.

During the course of the Master's program, the student or any member may request a change in the committee. When a student's interests change, his committee may be adjusted so that the staff members most qualified in these areas serve. In a thesis program the student's advisor typically will serve as the thesis director. If the student's preference for a thesis subject should change, the advisor therefore may be changed.

3. Subsequent Advisement for the Doctoral Student

Prior to a second registration, each full-time Doctoral student must have an advisor who will arrange an advisory examination and conference. The committee for this conference will usually be selected during the student's first semester. The student and his advisor will select the members of the conference. When a student enters in a summer session for the first time, the appointment of the conference committee may be postponed until the following fall semester, or a student who attends consecutive summer sessions may be asked to return to campus for his advisory conference sometime during the regular school year, but before his second summer's registration.

Graduate College of the University, recognizes that "the Ph.D. degree is awarded for excellence in research scholarship, not merely because a program of courses has been completed or a given time spent in its pursuit. It signifies the attainment of independently acquired and comprehensive learning attesting to general professional competence." Further, the faculty of the Department of Speech Communication recognizes that the spirit of this statement must apply also to the Master's degree. Accordingly, advisory professors are obligated to monitor continually the graduate student's intellectual and professional advancement toward the University goal of academic excellence.

The evidence of such advancement is both tangible and intangible, but, in general, the advisory professor will consider that achievement of an advanced degree manifests dedicated self-direction, intellectual motivation in the discipline, academic integrity, continuity in a menaingful program of study and, in particular, the continued maintenance of an acceptable academic record.

With respect to the student's academic record, should a student in the Speech Communication graduate program receive two C's at the Master's level, or three C's at the Doctoral level, or give other indication to the advisory professor that he will likely be unable successfully to pursue his course of study to the awarding of a degree, the advisory professor will call a meeting of the student's advisory committee to determine whether or not the student should be encouraged to continue his work in Speech Communication.

The faculty recognizes that there may be extenuating circumstances surrounding the student's case and shall accordingly hear the student and give full consideration to the facts before rendering a decision. It is the intent of the faculty that the procedure be flexible and that the deliberation consider both the student's and the University's interest.

2. Comprehensive Evaluation

At the University of Oklahoma the term "Comprehensive Examination" refers specifically to the comprehensive evaluation of the Master's candidate. The term "General Examination" refers specifically to the comprehensive evaluation for the Doctoral candidate. Throughout this section the terms are used specifically. Although the examinations are similar in several regards, their differences dictate independent consideration.

a. Purposes and Nature of Masters' Comprehensive Examinations

Master's students in a no-thesis program must take a written Comprehensive Examination. Students in a thesis program are only examined orally as specified in Section II.C.3 below.

The Comprehensive Examination requires the student to undertake a general review and integration of all studies. The examination typically consists of a written and oral portion. Usually organized around fields of study rather than around courses, the Comprehensive Examination is not intended to repeat the final examinations given in each course. A student is expected to read and study beyond the requirements of his courses.

The student must be admitted to candidacy, by either having completed or being enrolled in the last semester of required coursework, before receiving necessary authorization to take the examination. The Graduate College determines whether a student is admitted to candidacy and authorizes the Comprehensive Examination. To facilitate these decisions, the Graduate College requires each Master's student to complete an Admission to Candidacy form during the first two weeks of their final semester or session. After examining this proposal, the Graduate Dean decides whether to admit the student to candidacy. If not, he informs the student what requirements remain. If admitted to candidacy, authorization for the Comprehensive Examination becomes possible. To secure authorization from the Graduate College, the student's advisor (1) requests appointment of the recommended examining committee; (2) specifies the date of the examination, and (3) requests the examination authorization form on which the result of the examination is subsequently reported. The report of the examination must be signed by all committee members and submitted within seven days of the authorized date.

b. Composition and Administration of Masters' Comprehensive Examinations

The Comprehensive Examinations are usually given between the tenth and the twelfth week of each semester and during the fifth or sixth week of the summer term. The department Coordinator of Graduate Studies usually schedules and administers the Comprehensive Examinations. At the beginning of each semester or session the dates are announced.

The advisor requests questions for the examination from the members of the student's committee and other appropriate staff members. When all questions are collected, the advisor prepares a single examination. The time required for the entire examination shall not exceed eight hours. The student and faculty should honor this time perimeter.

The committee may distribute the student's written responses to faculty outside the committee for comment, but the final decision of "satisfactory" or "unsatisfactory" must be reached by the student's committee. The written portion of a student's Comprehensive Examination is filed in the department office.

For a Master's student in a no-thesis program, the oral portion of the Comprehensive Examination is optional at the committee's discretion.

The oral examination may vary in form, but should not exceed two hours. The Graduate College requires that the entire advisory committee be present for an oral examination.

Should a Master's candidate fail a Comprehensive Examination, the advisory committee may recommend (1) retaking the written portion of the examination in part or entirety, (2) taking or retaking the oral portion of the examination, or (3) discontinuing graduate study. No student may register for further graduate study or continue a graduate program in the Department of Speech Communication after failing a second Comprehensive Examination.

c. Purposes and Nature of Doctoral General Examinations

The General Examination is a unique aspect of the student's educational experience, serving both to enhance as well as determine the scholarly abilities of a student before admission to candidacy in the doctoral program. The examination specifically tests the student's mastery of a number of related fields as well as the capacity for generalization, synthesis, and critical ability. Since the growth and development necessary for professional excellence results not only from formal coursework, the examination does not narrowly focus on courses taken, but requires the student to think more philosophically about his discipline and area of specialization.

A student must have full graduate standing, must have satisfied requirements for research tools, and must either have completed or be enrolled in the last semester of coursework before applying for authorization to take the General Examination. The application is completed by the student, on a form provided by the Graduate College, and is signed by the student and members of the doctoral committee. The application is then examined by the Graduate Dean and, if it is in order, is approved. At the time the Dean authorizes the examination, he will appoint an examining committee of at least four persons; these persons are typically the recommended members of the student's doctoral committee.

d. Composition and Administration of Doctoral General Examinations

Near the completion of coursework, the student should begin careful preparation for the General Examination. Application for the examination must be made at least two weeks before it is to be held. With two exceptions the department imposes no restrictions on the dates for General Examinations: Such examinations are not scheduled during final examination periods, or at any time when a suitable committee cannot be assembled.

As an individual's program of education and intellectual growth is unique, the General Examination should be tailored to the individual. With the

aid of any appropriate faculty, the student's committee chairman is primarily responsible for compiling the examination. Because student strengths and weaknesses vary, the student and chairman may wish to convene the entire committee to discuss the specific nature of the examination. Methods utilized in the examination may vary, including closed or open book, or other procedures as the committee deems helpful to the student. While preparation time and examination form may vary, the written portion of the examination should not exceed twenty hours.

A research or position paper may be recommended as a stage of preparation or in lieu of a portion of the written examination. Such an option must be recognized and sanctioned by the entire committee with reasonable guidelines specified beforehand. Such papers should usually not exceed twenty pages nor require more than one month preparation time.

The committee may distribute the student's written responses to any appropriate faculty for comment, but the final decision of "satisfactory" or "unsatisfactory" must be reached by the student's committee. The written portion of a student's General Examination is filed in the department office.

After reading the written portion of the General Examination, the committee will conduct an oral examination over the student's program. This examination may take any form the committee desires and occasionally is partially devoted to the student's dissertation plans. All members of the committee must be present at the oral portion of the examination.

A report, signed by the student's entire doctoral committee, must be submitted to the Graduate College. This report only states whether the student's performance was "satisfactory" or "unsatisfactory." If the student's performance is marginal, but not failing, the committee may require further reading, coursework, research, or whatever deemed necessary. If conditions are imposed, the report of the General Examination will be held in abeyance by the committee and sent to the Graduate College only when all conditions are fulfilled. A reasonable time limit should be established to fulfill the conditions; "reasonable time" is typically no more than one semester. Since the Graduate College must receive a report for each authorization to sit for General Examination, the report must be filed at the conclusion of the specified time limit.

Should a Doctoral student fail the General Examination, the examining committee may recommend (1) retaking the written portion of the examination in part or entirety, (2) retaking the oral portion of the examination, or (3) discontinuing graduate study. No student may register for further graduate study or continue a graduate program in the Department of Speech Communication after failing a second General Examination.

3. Research Evaluation

a. Initial Preparation for Theses and Dissertations

The Master's student in a thesis program should establish an advisory committee and secure approval for a thesis subject as early as possible. The general area in which the Doctoral student will write should be designated at the advisory conference. Although selection and approval of the specific dissertation or thesis topic should occur as soon as appropriate, the student is urged not to make this selection until he has progressed well into his course work. If possible, however, the student should select his subject area and begin preliminary investigation prior to completing his coursework. He should be prepared to concentrate completely on his dissertation after his comprehensive examination has been passed.

After the student submits his prospectus to his advisory committee, he meets with them to discuss the study. At that meeting the committee will make whatever revisions are necessary so that the subject, method, and purpose of the study are fully agreed upon before the student begins detailed research or experimentation. A copy of the approved prospectus, signed by all committee members, is filed in the student's folder in the department office. For the Master's student there is a special form on which the approved thesis subject is reported to the Graduate College.

b. Responsibilities of Advisors and Committees for Theses and Dissertations

The advisory committee acts as a thesis or dissertation committee and meets at least twice; initially to approve the prospectus and again for the oral examination over the thesis or dissertation. The committee may also meet during the course of the thesis or dissertation, and should be available when the student or advisor feels that the advice of the committee would be helpful. The student and his advisor assume primary responsibility for the production of the work. The student typically consults with his advisor during the writing process and submits sections of the thesis or dissertation for comment. Serious disagreement between the student and his advisor should be resolved by the committee.

If the development of the thesis or dissertation departs significantly from the prospectus, the advisory committee should reconvene to consider the changes. The advisor should not allow the student to complete a reading copy for the committee until he is convinced that the work is satisfactory. The reading copy must be equivalent in all details of form, style, and arrangement to the final copy.

The Graduate College specifies a calendar and deadlines for the completion of the thesis or dissertation. Because changes in the reading copy are often necessary, the student and his advisor should consult the deadlines.

Final oral examinations for the Master's and Doctoral degrees are a public defense of the student's independent research. The final oral examination is usually devoted to the thesis or dissertation, lasts approximately two hours, and is open to any guests. All committee members must be present for the final oral examination.

I. Placement Procedures

The department assists in the placement of its graduate students in professional positions. The University also provides employment placement services.

Course Descriptions and Prerequisites

Since the Graduate College Bulletin fails to include course descriptions, available graduate courses in speech communication are listed below. Courses in speech pathology are omitted from the list; for information about those courses see the Graduate College Bulletin.

496C: Directed Readings: Prerequisites, eight hours of speech, approval of instructor, adviser, and Dean. May be repeated; maximum undergraduate credit eight hours, graduate credit, six hours.

5012: Speech Communication: Survey of a Discipline, 2 hours. Prerequisite graduate standing or permission. Traces the development of research and professions in speech communication, providing an integrative conception of the discipline and an introduction to research and theory formulation.

5023: Experimental Methods in Speech Communication Research, 3 hours. Prerequisite, graduate standing or permission. Studies the methodology of quantitative research in speech communication with emphasis on experimental design and the analysis of data characteristic of theories in communication.

5033: Trend Analysis and Survey Methods in Speech Communication Research, 3 hours. Prerequisite, 5023 or permission. Studies the methodology of quantitative research in mass communication with emphasis on trend analysis, survey techniques, comparative data analysis techniques, and data characteristic of theories in mass communication.

5043: Rhetorical Criticism: Case Methods in Speech Communication Research, 3 hours. Prerequisite, graduate standing or permission. Studies critical methods for analyzing speech communication with emphasis on critical models, standards for evaluation and procedures for critical research including content analysis.

5053: Speech Communication: Measurement Problems in Speech Communication Research, 3 hours. Prerequisite, 5023 or equivalent, or permission. Studies measurement problems common to speech communication research. Major topics include methods of constructing measuring instruments and critical analysis of instruments currently employed.

5203: Speech Communication: Historical Perspectives, 3 hours. Prerequisite, graduate standing or permission. Studies the history of speech communication theory from the Classical era to the present with emphasis on trends and the contributions of principal figures.

5213: Speech Communication: Interpersonal Perspectives, 3 hours. Prerequisite, graduate standing or permission. Studies the research and theories in interpersonal communication with emphasis on dyads and small groups, public address message analysis and nonverbal communication.

5223: Speech Communication: Mass Media Perspectives, 3 hours. Prerequisite, graduate standing or permission. Studies the research and theories in mass communication with emphasis on radio, television, and film.

5233: Speech Communication: Social Perspectives, 3 hours. Prerequisite, graduate standing or permission. Studies the research and theories in inter-group communication with emphasis on effect of communication with emphasis on effect of communication in social systems; major topics include organization and cross cultural communication.

5980: Research for Master's Thesis, varied number of hours.

6113: The Evolution of Rhetorical Theory: The Greek Period, 3 hours. Prerequisite, 5203 or equivalent, or permission. Study of Greek rhetorical theory with emphasis on Plato, Isocrates, and Aristotle.

6123: The Evolution of Rhetorical Theory: The Roman Period, 3 hours. Prerequisite, 5203 or equivalent, or permission. Study of Roman rhetoricians and their influence on pre-Renaissance rhetoric; major attention given to Cicero, Quintilian, St. Augustine.

6143: British Public Address, 3 hours. Prerequisite, 5043 or equivalent, or permission. Case studies of speeches, speakers, and trends in British public address.

6153: American Public Address, 3 hours. Prerequisite, 5043 or equivalent, or permission. Case studies of speeches, speakers, and trends in American public address.

6163: Semantics: Symbolic Process in Communication, 3 hours. Prerequisite, 5203 or 5213, or permission. Studies major theories of semantics and symbolic process from the classical era to present, with emphasis on contemporary theories.

6183: The Evolution of Rhetorical Theory: The Modern Period, 3 hours. Prerequisite, 5203 or equivalent, or permission. Studies major trends and contributors to rhetorical theory from the Renaissance to present.

6213: Theories of Speech Behavior, 3 hours. Prerequisite, 5213 or equivalent, or permission. Studies verbal learning, speech factors related to interpersonal communication situations.

6233: Small Group Processes, 3 hours. Prerequisite, 5213 or equivalent, or permission. Considers current status of small group theory and research, emphasizing leadership. Will include both the development of a tentative theory of leadership and the application of small group theory to the process of decision making.

6243: Theories of Persuasion: Studies in Attitude Formation and Change, 3 hours. Prerequisite, 5213 or equivalent, or permission. Studies past and present theories of persuasion with emphasis on attitude formation and change, and the interrelationships of constructs involved in theories of persuasion and argumentation.

6253: Problems in Argumentation and Debate, 3 hours. Prerequisite, 2213 or equivalent and graduate standing or permission. Advanced study of argumentation and debate. Emphasis on evidence, argument, and analysis.

6263: Intrapersonal Speech Communication, 3 hours. Prerequisite, 5213, or equivalent, or permission. Studies human information processing with emphasis on the relation of information theory, cybernetics, and system approaches to human communication.

6323: International Broadcasting Media, 3 hours. Prerequisite, 5223 or equivalent, or permission. Critical examination of the structure, control, and performance of international broadcasting media.

6333: Management Problems in Broadcasting Media, 3 hours. Prerequisite, 5223 or equivalent, or permission. Studies personnel and organizational problems in broadcasting media.

6343: Broadcasting and the Law, 3 hours. Prerequisite, 5223 or equivalent, or permission. Studies laws, regulations and rules affecting the broadcasting industry with emphasis on the historical development and current applications.

6353: Educational Broadcasting, 3 hours. Prerequisite, 5223 or equivalent, or permission. Scope, practices and problems in educational broadcasting and broadcast utilization.

6363: Film Communication and Society, 3 hours. Prerequisite, 5223 or equivalent, or permission. Studies major social issues associated with cinema and television, with emphasis on regulation, control, and effect of the medium.

6410: Instructional Problems in Speech Communication Education, 1-4 hours. Prerequisite, graduate standing or permission. Studies educational problems in teaching oral communication in secondary schools and colleges.

6423: Organizational Communication, 3 hours. Prerequisite, 5213 or 5233 or equivalent, or permission. Studies communication in formal organizations and strategies for improving the communication environment within modern institutions.

6433: Cross Cultural Communication, 3 hours. Prerequisite, 5213 or 5233 or equivalent, or permission. Studies communication across cultural boundaries with emphasis on comparative analyses of communication systems of various cultures, factors involved in predicting intercultural communication patterns and effects, and the role of communication in cultural and technological development. Special attention is given to communication problems between subcultures in American society.

6970: Seminar, 1-4 hours. Prerequisite, graduate standing or permission. May be repeated with change in subject matter; maximum credit fifteen hours.

6980: Research for Doctor's Dissertation, hours vary.

6990: Independent Study, 1-4 hours. May be repeated, maximum credit eight hours.

APPENDIX C

PROPOSED UNDERGRADUATE CURRICULUM REVISION
FEBRUARY, 1975

PROPOSED UNDERGRADUATE CURRICULUM -
DEPARTMENT OF SPEECH COMMUNICATION
UNIVERSITY OF OKLAHOMA
February, 1975

Introductory Statement

The existing undergraduate speech communication curriculum at the University of Oklahoma is not particularly different from that of any number of established, large university departments. The forces of tradition, widely varying senses of purpose, a changing faculty and discipline have combined to produce a collection of courses which can best be described as an academic patchwork quilt -- with some tears and gaps from long-time use. Those of us who have studied and taught in the field for some time may be able to appreciate the variety and diversity of the quilt, but our contemporary students are more likely to view it as incoherent, purposeless and more of an historical accident than a valued heirloom.

Sensing some of these perceptions, two years ago the University of Oklahoma Department of Speech Communication formed an ad hoc Undergraduate Curriculum Study Group (UCSG) which sought to examine and assess the existing curriculum and to explore any alternatives or revisions which seemed justified. An extensive internal survey of the attributes and attitudes of the current undergraduate enrollment was conducted; similarly, an extensive study of the curricula of comparative institutions was carried out. These studies and others provided data which the UCSG digested in its succeeding work.

After more than two years of work, the resulting curriculum is proposed for adoption. It includes a statement of departmental purpose, statements of its functions and goals, description of special features, list of major requirements diagram, overview and descriptions of proposed courses.

A Purpose Statement--Department of Speech Communication

A liberal education is a program of study and experiences which increases one's awareness of the choices available to a self-determinant individual. Better understanding of one's self, environment and self-society interaction may result from such an education and are our ultimate educational goals.

As a discipline, the field of speech communication may be in a unique position to facilitate a liberalizing education. Both as a process which makes education possible and as an object of study in itself, communication and education are inexorably linked. Human communication, the process by which humans affect one another through symbols, focuses its study on human messages, their antecedents and consequences, as such study contributes toward an understanding and improvement of the human communication event. Through such understanding and improvement the goals of a liberal education are more attainable.

The primary purpose of an academic department of speech communication, then, is to provide a variety of means by which both students and faculty may acquire, evaluate and distribute knowledge focused about the message in the human communication process. For the department undergraduate student, knowledge about the process should foster personal intellectual development and vocational self-determination. Additionally, such learning may be applied to pre-professional preparation for roles in education, clinical therapy and the electronic mass media.

For the graduate student greater depth of knowledge and participation in the process of producing knowledge about human communication are paramount objectives.

Curricular Goals and Functions

The speech communication undergraduate curriculum should satisfy three ideational goals:

1. It should contribute to the liberal education of any University student;
2. It should accurately reflect the current state of the discipline.
3. It should promote the student's development as a self-determining individual who acquires, assesses and applies knowledge of human communication processes.

As a means of meeting these goals the undergraduate curriculum also should fulfill the following practical function:

4. It should provide courses of study which are of service and value to the general University community;
5. It should provide a comprehensive set of offerings which allow those students who choose to major in speech communication the opportunity to construct curricula consistent with their interests and vocational plans;

6. It should provide specialized pre-professional and professional education for students entering the fields of education, speech and hearing therapy and mass media.

Special Curricular Features

I. In recognition of the expressed need of many students to acquire and improve specialized communication skills, the curriculum contains a communication skills package of four courses, open to all students without prerequisite. The courses are specifically designed to provide intensive skill development in designated areas in a maximally flexible format. The courses are of variable credit and students may combine specialized sections of their own choosing in designing a sequence most responsive to their needs.

The courses are:

1010 Basic Communication Skills
- Section 1. Listening (5 weeks, 1 credit hour).
- Section 2. Interviewing (5 weeks, 1 credit hour).
- Section 3. Public Communication I - Presentational Skills and Anxiety (5 weeks, 1 credit hour).
- Section 4. Interpersonal Communication (15 weeks, 3 credit hours).
- Section 5. Oral English for Foreign Students (15 weeks, 3 credit hours).

2010 Communication Skills in Decision-making
- Section 1. Principles of Argumentation (5 weeks, 1 credit hour).
- Section 2. Case Brief Research and Development (5 weeks, 1 credit hour).
- Section 3. Debate Practicum (5 weeks, 1 credit hour).
- Section 4. Parliamentary Procedure (5 weeks, 1 credit hour).
- Section 5. Group Discussion (10 weeks, 2 credit hours).

3010 Communication Skills and Social Influence
- Section 1. Leadership Practicum (5 weeks, 1 credit hour).
- Section 2. Public Communication II - Persuasive Message Development (10 weeks, 1 credit hour).
- Section 3. Political Campaign Processes (15 weeks, 3 credit hours).
- Section 4. Human Relations (15 weeks, 3 credit hours).

4010 Communication Evaluation
- Section 1. Applied Semantics I - Verbal Domain (10 weeks, 2 credit hours).
- Section 2. Applied Semantics II - Nonverbal Domain (5 weeks, 1 credit hour).
- Section 3. Critical Consumption of Communication (10 weeks, 2 credit hours).
- Section 4. Interpreting Opinion Polls (5 weeks, 1 credit hour).

II. Another feature now in the planning stages is the development of a departmental learning resources center which would be inherently tied to the curriculum. The center would have several purposes:

1. To supplement in-class study with individualized study programs employing teaching machines, computer assisted learning programs, and audio/video instructional modules. These programs would handle remedial problems as well as provide prerequisite work for regular courses, and enrichment opportunities for able students.
2. As a depository for selected books and journals, it would increase accessibility for those volumes with high use demand.
3. To provide both a facility and depository for student and faculty research efforts.

III. A third feature of the undergraduate curriculum is an expanded academic and professional advising system. The advising program, staffed by selected faculty, graduate and undergraduate students, would stress two functions: (1) guidance for major students in the construction of individualized major programs, given the increased openness of the new curriculum; (2) guidance concerning qualification, preparation and opportunities in various professional areas. The system will combine a required and self-advising program.

Undergraduate Major Requirements

Requirements for a speech communication major are limited to the following four criteria:

1. Completion of at least 31 hours of study in the speech communication department;
2. Sequential completion of the four required core courses -- speech communication 2713, 2723, 3713, and 4711.

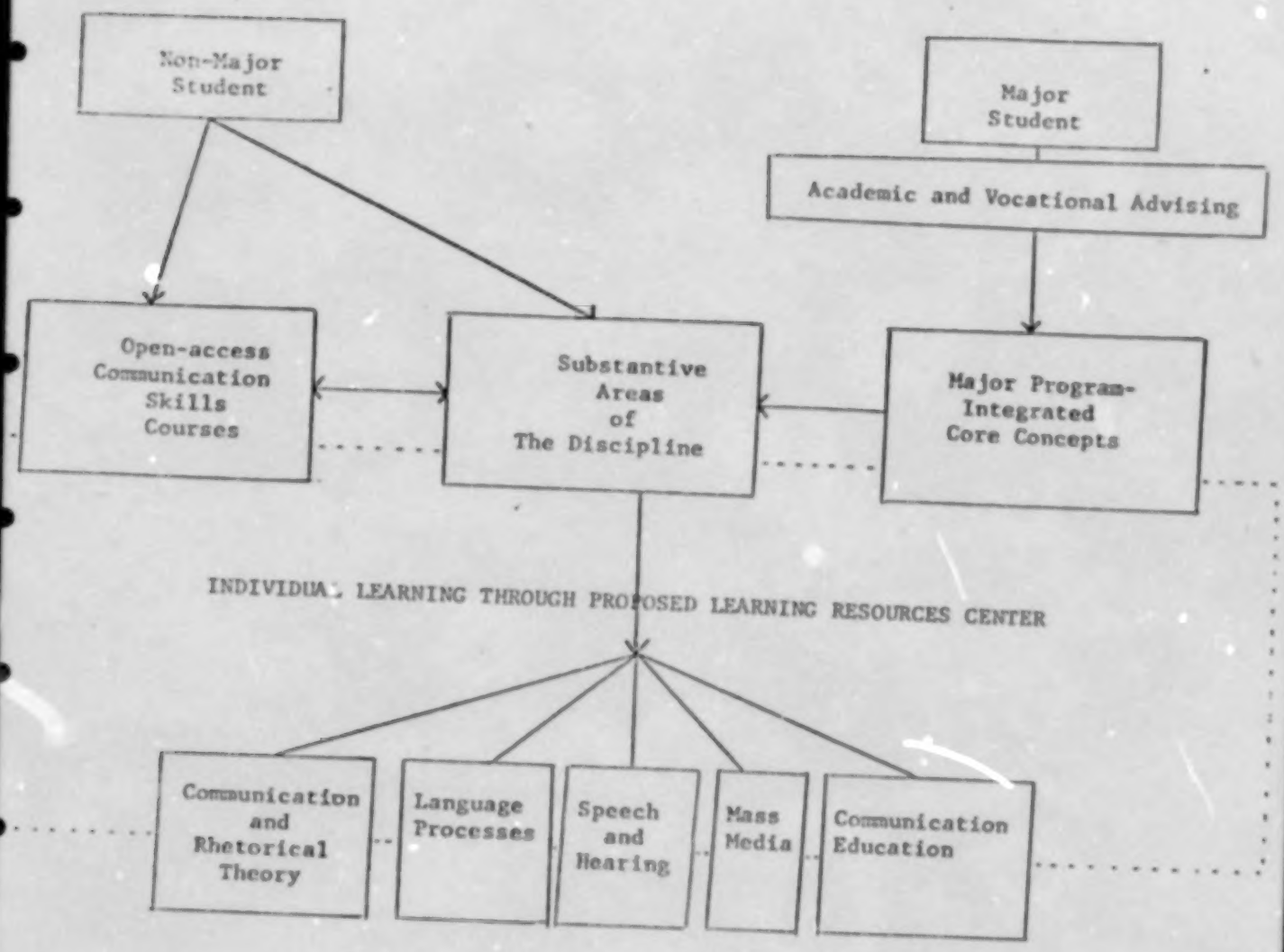
3. Completion of six hours work selected from each of the two lists below. List A includes courses which are primarily skill-oriented; List B includes courses with a primarily substantive emphasis.

   List A: 1010, 1113, 1313, 2010, 2522, 2533, 3010, 3553, 4010, 4113, 4451.

   List B: 2512, 2543, 3213, 3223, 3233, 3242, 3313, 3323, 3413, 3423, 3563, 4213, 4223, 4233, 4413, 4423, 4512, 4613.

4. Consultation with a departmental advisor for the purpose of constructing a program of study.

DIAGRAMATIC REPRESENTATION OF PROPOSED CURRICULUM



(See next page for listing of courses in various areas.)

PROPOSED CURRICULUM

OVERVIEW

(See following pages for full course descriptions)

Open-Access Communication Skills Courses

1113 Principles of Communication
1010 Basic Communication Skills
2010 Communication Skills in Decision Making
3010 Communication Skills and Social Influence
4010 Communication Evaluation

Research Procedures

4113 Communication Research Procedures

Language Processes

1313 Physiological Phonetics
3313 Language Development
3323 Language Acquisition
4313 Neural Bases of Language
4323 Language Studies
1. Dialectal Studies
2. Grammatical Studies
3. Phonological Studies

Speech and Hearing

3413 Anatomy and Physiology of Speech
3423 Anatomy and Physiology of Hearing
3433 Fundamentals of Speech Pathology
3443 Fundamentals of Audiology
4413 Speech and Hearing Science
4423 Orientation to Speech and Hearing Handicapped Children
4433 Clinical Procedures in Speech and Hearing
4441 Clinical Procedures Laboratory

Communication/Rhetorical Theory

3213 Persuasion Principles
3223 Small Group Communication
3233 Public Address History and Criticism
3243 Communication and Social Change
4213 Organizational Communication
4223 Cross-Cultural Communication
4233 Free Speech: Responsible Communication Under Law

Mass Media

1514 Introduction to Radio-Television-Film
2512 Film Studies
2522 Audio Production
2533 Television Production
2543 Impact of the Mass Media
3512 Radio Practicum
3522 Radio Laboratory
3532 Television Practicum
3542 Television Laboratory
3553 Instructional Radio-TV Techniques
3563 Radio-TV Regulation
4512 Current Issues in Radio-Television-Film
4522 Radio Internship
4532 Television Internship

Communication Education

2613 Speech Activities for Children
4613 Communication Education: Elementary and Pre-School Levels
4623 Strategies and Materials in Secondary Communication Education
4633 Communication Principles in Education

Department Major Core Concepts

2713 Communication in Society - Core I
2723 Bases of Communication Behavior - Core II
3713 Methods of Communication Inquiry - Core III
4711 Problems and Issues in Communication Study- Core IV

Honors Courses

3960 Honors Reading
3970 Honors Seminar
3980 Honors Research
3993 Honors Colloquium

Variable Content Courses

3810 Colloquium in Communication (see listed topics)
4960 Directed Readings
4990 Special Studies

Course Descriptions

1010 Basic Communication Skills. 1 to 6 hours. Intensive work on skill-building in specified areas. Credit varies according to section; students may register for more than one section.

- Section 1. Listening (5 weeks, 1 credit hour).
- Section 2. Interviewing (5 weeks, 1 credit hour).
- Section 3. Public Communication I - Presentational Skills and Anxiety (5 weeks, 1 credit hour).
- Section 4. Interpersonal Communication (15 weeks, 3 credit hours).
- Section 5. Oral English for Foreign Students (15 weeks, 3 credit hours).

1113 Principles of Communication. Introductory study of human communication emphasizing both theoretic understanding of the process as well as skillful application of communication principles and techniques within a variety of settings.

1313 Physiological Phonetics. Lectures and supervised exercises in the analysis, categorization and transcription of vowel and consonant sounds of connected speech.

1514 Introduction to Radio and Television-Film. Survey of radio-TV-film media; units on technology, history, regulation, programming, advertising, management, production. Limited practical work in University radio and TV facilities. Three hours lecture, two hours laboratory per week.

2010 Communication Skills in Decision-Making. Specialized skill development in problem identification, topic research, evidence gathering and assessment, and logical analysis applied to discourse in varied decision-making contexts. Credit varies according to section; students may register for more than one section.

- Section 1. Principles of Argumentation (5 weeks, 1 credit hour).
- Section 2. Case Brief Development (5 weeks, 1 credit hour).
- Section 3. Debate Practicum (5 weeks, 1 credit hour).
- Section 4. Parliamentary Procedure (5 weeks, 1 credit hour).
- Section 5. Group Discussion (10 weeks, 2 credit hours).

2513 Film Studies. History and development of film as a communication medium. Varied critical perspectives are offered; exemplary films presented, preceded by lectures on history and technique, followed by discussion periods. Course may be repeated twice for maximum of six hours credit; students may not repeat a particular section.

- Section 1. Film History
- Section 2. Social Survey of Film
- Section 3. The Documentary Film

2522 Audio Production. Studies the technology, capabilities, utilization of audio media; laboratory work in production/direction. One hour lecture, two hours laboratory per week.

2533 Television Production. Prerequisite: 2522. Studies the technology, capabilities, utilization of the television medium. Units on video equipment, lighting, scenery, graphics, performance, production and direction. One hour lecture, four hours laboratory per week.

2543 Impact of the Mass Media. Considers the development, role, social impact, economics, politics and regulation of the electronic media of radio and television.

2613 Speech Activities for Children. Planning and directing activities to develop social-linguistic abilities in children. Uses of creative dramatics, stories, talks, choral reading, and group discussion are studied.

2713 Communication in Society - Core I. Examines the format, roles, strategies and constraints of human communication in varied social contexts.

2723 Bases of Communication Behavior - Core II. Prerequisite: 2713. Examines the research, theory and principles of human communication focusing on the physiological, psychological, social and linguistic bases.

3010 Communication Skills and Social Influence. Emphasis on communication practices in applying principles of large and small group management, persuasion, campaign design and assessment, and the development of positive human associations. Credit varies according to section; student may register for more than one section.

- Section 1. Leadership (5 weeks, 1 credit hour).
- Section 2. Public Communication II - Persuasive Message Development (10 weeks, 2 credit hours).
- Section 3. Political Campaign Processes (15 weeks, 3 credit hours).
- Section 4. Human Relations (15 weeks, 3 credit hours).

3213 Persuasion Principles. Prerequisite: junior standing. Study of the humanistic and social scientific approaches to attitude change through discourse. Rhetorical and psychological theories are examined.

3223 Small Group Communication. Prerequisite: junior standing. Examination of communication principles in the small group setting. Includes consideration of task and interpersonal dimensions, cohesiveness, conformity, and approaches to leadership.

3233 Public Address History and Criticism. Prerequisite: 6 credit hours of communication study or permission. Critical study of individual speakers and speeches, and of trends in the art of public address from classical times to the present. Introduction to method of speech criticism and to the study of speeches as a microcosm of social and intellectual history.

3243 Communication and Social Change. Prerequisite: 6 credit hours of communication study or permission. Critical analysis and evaluation of persuasive strategies employed in historical and contemporary social movements, especially situations involving agitation and counter-agitation.

3313 Language Development. Language is analyzed in terms of interacting systems of sounds, syntax and meaning. Students investigate development of each of these systems in children.

3323 Language Acquisition. A consideration of the interpersonal and cognitive processes underlying the acquisition of language as a social tool. Includes the study of language and concept learning, meaning, memory, social norms, values, and attitudes.

3413 Anatomy and Physiology of Speech. Considers specific mechanisms directly related to generation of speech signals as well as current theories of voice production.

3423 Anatomy and Physiology of Hearing. Considers the specific anatomical and physiological mechanisms directly related to the reception of acoustic signals as well as the current theories of hearing.

3433 Fundamentals of Speech Pathology. Survey course including both diagnostic and treatment aspects of speech disorders, available rehabilitative resources and professional opportunities in the field.

3443 Fundamentals of Audiology. Survey course including both diagnostic and treatment aspects of hearing disorders, available rehabilitative resources and professional opportunities in the field.

3512 Radio Practicum. Prerequisite: 2522. Instruction and classroom activities in radio continuity writing, programming, producing, announcing and station management. Must be taken concurrently with initial enrollment in 3522.

3522 Radio Laboratory. Prerequisite: Concurrent or completed enrollment in 3512. Intensive practice and skill development in radio production techniques; students may emphasize specific interest areas. Work is done in conjunction with KGOU-FM, the University's commercial radio station. May be repeated once after initial enrollment concurrent with 3512.

3532 Television Practicum. Prerequisite: 2533. Instruction and classroom activities in television writing, programming, direction, production and station management. Must be taken concurrently with initial enrollment in 3542.

3542 Television Laboratory. Prerequisite: Concurrent or completed enrollment in 3532. Intensive practice and skill development in television production techniques. Work in University television production facilities; television programs are produced and students may emphasize specialized interests. May be repeated once after initial enrollment concurrent with 3532.

3553 Instructional Radio-Television Techniques. Prerequisite: 2533. Studies the history, role and impact of educational radio and television. Includes work on production/direction techniques based on media and educational principles.

3563 Radio and Television Regulation. Prerequisite: 1514. Study and research of the various laws, rules, regulations and industry codes which affect the radio and television media, their history and development.

3713 Methods of Communication Inquiry - Core III. Prerequisites: 2713, 2733. Studies the goals, objects, and methods of communication research. Emphasis on the student's role as a critical consumer of research; exploration of vocational/professional applications of communication study.

3810 Colloquium in Communication. 1 to 6 hours. May be repeated with change of topic. Prerequisite: Permission of Instructor. A timely topic in the area of communication is studied. Listed below are topics that will be offered on an irregular schedule, according to student and faculty interests. Additional topics may be proposed by students or faculty and offered under Section 8 below. See current class bulletin for offering.

Section 1. Mass Media and Politics
Section 2. Cable Communications Media
Section 3. Current Trends in Radio-TV Programming
Section 4. Station Management Problems
Section 5. Communication Testing and Measurement
Section 6. Communication and Community Development
Section 7. Problems in Communication Anxiety
Section 8. Proposed Topics.

Course credit will vary with topics; course may be repeated for maximum of eight hours.

3960 Honors Reading. 1 to 3 hours. Prerequisite: admission to Honors Program. May be repeated; maximum six credit hours. Honors Reading will consist of topics designated by the instructor in keeping with the student's major program. The topic will cover materials not usually presented in regular course offerings.

3970 Honors Seminar. 1 to 3 hours. Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. The projects covered in this course will vary. The content will deal with concepts not usually presented in regular course work.

3980 Honors Research. 1 to 3 hours. Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. The course will provide an opportunity for the gifted honors candidate to work at a special project in his field.

3993 Honors Colloquium. Prerequisite: admissions to Honors Program. An interdepartmental course involving two or more instructors from different departments.

4010 Communication Evaluation. Focus on critical assessment of communication acts. Emphases on meaning and interpretation of verbal and nonverbal aspects of messages as well as their rhetorical, aesthetic, ethical and pragmatic dimensions. Opportunity for specialized study in assessing and interpreting public opinion.

Section 1. Applied Semantics I - The Verbal Domain (10 weeks, 2 credit hours).
Section 2. Applied Semantics II - The Nonverbal Domain 10 weeks, 2 credit hours).
Section 3. Critical Consumption of Communication (10 weeks, 2 credit hours).
Section 4. Interpreting Opinion Polls (5 weeks, 1 credit hour).

4113* Communication Research Procedures. Prerequisite: 3713 or permission. Introduction to empirical research design and statistical analysis specifically applied to communication questions. Basic skill-building in areas of statistical probability, descriptive statistics, sampling procedures, group comparisons, population estimates and confidence levels.

4213 Organizational Communication. Focus on the communication patterns and strategies of private and governmental organizations, including most recent research on problems in management, motivation and communication systems.

4223 Cross-Cultural Communication. Prerequisite: 6 hours of communication courses or permission of instructor. Studies communication variables as they function in varied cultures or sub-cultures; includes examination of nonverbal as well as verbal coding systems. Considers problems, barriers and patterns of communication which occur across cultural boundaries.

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*Approved for graduate credit.

4233 Free Speech: Responsible Communication Under Law. Prerequisite: 6 hours of communication, junior standing or permission. A study of the interaction between communication and the law. A consideration of the role of law as both deterrent and protector of the communicator's efforts. Attempts to provide a better understanding of the pervasiveness of legal regulation of communication.

4313* Neural Bases of Language. Prerequisite: 2723 or permission. Introduction to neuroanatomy and neurophysiology with emphasis on the physiologic aspects of language development and acquisition.

4323 Language Studies. Consideration of specified dimensions of language. Topics will vary to include consideration of sub-areas such as sex-related and present day American dialects, American structuralism and generative grammar, and phonological analysis of language.

Section 1. Dialectal Studies
Section 2. Grammatical Studies
Section 3. Phonological Studies

4413* Speech and Hearing Science. Prerequisite: Physics 1114 or permission. Studies the physical principles underlying production and reception of speech sounds. Introduction to electronics and instrumentation.

4423* Orientation to Speech and Hearing Handicapped Children. Studies development of speech, language and hearing development in children through age 8. Disorders of language, articulation, voice and stuttering and their etiologies are explained.

4433 Clinical Procedures in Speech and Hearing. Prerequisites: 3433, 3443 and permission of instructor, concurrent enrollment in 4441. Introduction to the methods and techniques of diagnosis, prognosis and remediation of disorders in speech, hearing and language. Extensive observation and some practicum.

4441 Clinical Procedures Laboratory. Must be taken concurrent to enrollment in 4433; may be repeated once in immediately succeeding semester. Additional observation and practicum in clinical procedures.

4512 Current Issues in Radio-Television-Film. Prerequisite: 1514. Identification, examination and analysis of issues affecting media and media industries. Course content varies.

4522 Radio Internship. Prerequisite: 2522 and permission. Supervised instruction at participating Oklahoma radio stations. Seven to ten laboratory hours per week. Course may not be counted toward basic 31 credit hours required for Speech Communication major.

4533 Television Internship. Prerequisite: 2533 and permission. Supervised instruction at participating Oklahoma television stations. Seven to ten laboratory hours per week. Course may not be counted towards basic 31 credit hours required for Speech Communication majors.

4613* Communication Education: Elementary and Pre-School Levels. Prerequisite: Nine hours communication, or three hours communication and Education 3443. Methods and materials for communication instruction; correlation of communication instruction with other language arts and total curriculum. Identifies student needs in speech improvement, correction and enrichment.

4623* Strategies and Materials in Secondary Communication Education. Prerequisite: twelve hours of communication courses. Analysis of ends and means in the teaching of basic communication process at the secondary level.

4633* Communication Principles in Education. Prerequisite: Senior or graduate standing. Examines principles in the area of interpersonal, small group, public and organizational communication in the educational setting. Student-teacher, teacher-teacher, teacher-administrator and school-public interactions are studied.

4711 Problems and Issues in Communication Study - Core IV. Prerequisite: senior standing, 2713, 2723, 3713. Small group seminar focused about student projects on current issues, problems and controversies in communication.

4960* Directed Readings. Prerequisite: eight hours of communication, approval of instructor, department chairman and dean. May be repeated; maximum undergraduate credit eight hours, graduate credit six hours

4990 Special Studies. 1 to 6 hours. Prerequisite: approval of instructor, chairman and dean. Topics vary with special interest of student.

Implementation

Transitional problems related to major students, staffing and financial implications should be minimal. For departmental majors, graduation requirements will remain those specified in the College Bulletin at the time of the student's admission to the University. Course equivalencies will be specified for each of the required courses within the existing curricula (speech and hearing, broadcasting, etc.), and in the case of discontinued courses or where there is no general equivalent, a substitution or waiver will be specified (see attached list for acceptable substitutions). At least initially, the new curriculum will be offered within the present staffing and financial restrictions. A tentative three year scheduling plan for proposed courses will be developed within the parameters of existing resources. Enrollments will be monitored during the course of this three year period and staffing recommendations will follow from those observations.

Enrollment effects will be difficult to predict. The entire curriculum project grew from surveyed responses of undergraduate students and alumni, yet the demands of new students will be difficult to anticipate. Several firm predictions are possible, however.

1. Enrollments in the speech and hearing area should at least hold steady and possibly increase. Students to fill the proposed courses are already here and we see no reason to suspect declining admissions in the area. Furthermore, the condensation of offerings in this area from 10 to 8 courses should distribute the students more heavily in the offered courses.
2. Similarly, radio-TV-film offerings should maintain and probably increase enrollments. Again, the students for these courses are already here at the University and all indications project increasing student demand for study in this area. A real problem may be controlling enrollment within the available resources.
3. The communication education area should hold even. Through advising, we are already controlling the number of students in this area, consistent with the job market, and thus far have been able to place almost all of our graduates. These students should provide the basic required registrations for some of our newly proposed courses in the communication/rhetoric area.
4. The area of language studies is newest in our department and the gradual emergence of a linguistics program within the College should provide enrollments in addition to those from programs around the University which already require work here. We expect this to be an area of growing demand within the next few years.
5. Enrollment in the four integrated major core courses should be small for the first two years. Existing major students may not be able to fit the courses into their programs and the courses will be dependent upon new entering students only. A schedule which offers the courses on an alternating

basis for the first two years may be necessary until the change-over in major requirements is complete.

Most difficult to predict is the response of the general University students to our planned service offerings. The courses grew from expressed student demand, but it may take 2 or 3 years for students to become aware of the new alternatives and to adjust to the innovative scheduling system. The present 1113 courses has an established clientele, but some of those students may find the new offerings more appropriate. Taken as a whole, we expect that the highest enrollment will remain in 1113, with some of those students eventually substituting the 1010 - 4010 courses. Of the new courses heaviest demand probably will be for the 1010 and 2010 courses with substantially lighter demand for the 3010 and 4010 courses. A schedule alternating offerings will probably be instituted.

The effects of a more open curriculum for major students (specifically, required courses limited to four), is not clearly predictable. A portion of our planned advising system includes preparing, for the students, samples of several alternative degree programs based on personal, academic and vocational interests. Student enrollment patterns, however, will be slow in emerging and scheduling for the first two years will be on a best guess basis. We expect in the long run, however, that enrollments will follow courses which the students find most useful and best taught. In this sense, the quality of the curriculum will be determined to some extent by the enrolling students.

Grading System

At the present time, all courses are planned for a letter-grade only grading system.

Transitional Course Substitutions

Existing Course	New Course	Existing Course	New Course
1113	1113	1813	3 hrs of 3010
1613	3543	1853	2713
1654	1514	2113	3223
1701	waived	2213	2010, Sections 1, 2, & 3.
1753	1313	2313	2613

Existing Course	New Course	Existing Course	New Course
2513	2723	3850	3810
2613	3433 or 3443	3960	3960
2633	4313*	3970	3970
2683	3313	3980	3980
3123	3413	3993	3993
3213	4433 and 4441	4213	4413
3443	2522	4223	4113
3453	3512	4302	3223
3503	2523	4313	4423
3512	waived	4323	3423
3553	3532 and 3542	4333	3443
3592	4512	4512	waived
3613	waived	4553	4533
3733	3213	4613	4522
3753	3233	4833	4613
3763	3243	4853	4623
3783	4233	4960	4960
3813	3433		

APPENDIX D-1

A DESCRIPTIVE STUDY OF THE UNDERGRADUATE
ENROLLMENT OF THE DEPARTMENT OF SPEECH COMMUNICATION
1972-73

A DESCRIPTIVE STUDY OF THE UNDERGRADUATE ENROLLMENT OF THE DEPARTMENT OF SPEECH COMMUNICATION, UNIVERSITY OF OKLAHOMA, 1972-73

BACKGROUND

In the fall of 1972, the Department of Speech Communication at the University of Oklahoma initiated a program of review, assessment and revision of its undergraduate curriculum. Questions and issues soon arose for which there was little or no objective data upon which decisions might be based. The current study was conducted in an attempt to provide some of the required information. The study had two general goals: (1) to produce an objective description of the undergraduate student enrollment; (2) to produce data describing student assessments of their courses and degree programs. Satisfaction of these two objectives should provide information useful in making decisions necessary to reformulating the undergraduate curriculum.

RESEARCH QUESTIONS

Pursuant to the above objectives, the following specific questions were formulated.[1]

1. What is the average age of our student population?
2. What percentage of our students are male? Female?
3. What percentage of the students taking speech communication courses are majors? How many are non-majors?

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[1]The author wishes to recognize the several contributions of Carley Dodd, departmental Graduate Assistant, to the completion of this project. His help in developing the research questions and in designing and preparing the questionnaire was especially appreciated.

9. Do students feel that our program prepares them for their vocational goals?
10. Do students feel that material in our courses helps them in meeting everyday problems?
11. Of those students who go on for further education after graduation, what kind of programs do they enter? (i.e. professional or graduate degrees, company training programs, certification programs, military, etc.)

PROCEDURES FOR THE STUDY

A questionnaire technique[2] was developed as a means of answering the above questions. Questionnaires were distributed to all undergraduate classes during the week of December 11-15, 1972 -- the final full week of regular classes.

The limited choice questionnaire was developed so that it was objectively answerable and responses could be coded directly on IBM answer sheets. The only open response permitted was the student's indication of his vocational goal; these responses were later sorted and categorized. Questionnaires were tested for clarity and specificity on a randomly selected group of undergraduate students. Revisions were made where necessary. Responses from the answer sheets were later punched onto IBM cards and were thus available for multiple sortings and data analysis.

DATA ANALYSES

Three relevant populations were identified for description: (1) the total undergraduate response; (2) speech communication majors (combined officially declared majors and those who intended to declare majors);

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[2]See Appendix for a copy of the questionnaire and answer sheet employed.

(3) students enrolled in Speech Communication 1113, Fundamentals of Speech Communication. The latter group was identified since it represents the department's largest single course enrollment and constitutes 49.3 percent of total department undergraduate enrollment. Raw totals and percentages were used in most descriptive areas, with mean averages and response frequencies employed for the evaluative scales.

DESCRIPTIVE SUMMARY

TABLE I
Student Responses to Questionnaires

Total N for all Speech Communication Undergraduate Courses[1]	Undergraduate Speech Communication Majors --Declared and Intended[2]	Students Enrolled in Speech Communication 1113[3]
1. The Sample		
Total number of responses = 979, representing 902 different students. (Some students registered in more than one class.)	Total of 231 responses representing 163 different students.	515 responses representing 515 different students.
2. Sex Distribution		
40% Male 55% Female 5% No response	22% Male 75% Female 3% No response	55% Male 40% Female 5% No response
3. Age		
$\bar{X}$ = 20.72 years Mdn = 20 years Range = 16-51 years	$\bar{X}$ = 20.97 years Mdn = 20 years Range = 18-42 years	$\bar{X}$ = 19.70 years Mdn = 19 years Range = 16-51 years
4. Classification Distribution		
Fr. = 20% Soph. = 25% Jr. = 30% Sr. = 20% Other = 4%	Fr. = 10% Soph. = 12% Jr. = 41% Sr. = 28% Other = 8%	Fr. = 36% Soph. = 38% Jr. = 19% Sr. = 5% Other = 1%
5. Students' Classification upon entering University		
Fr. = 69% Soph. = 13% Jr. = 8% Sr. = 1% Other = 2% No Resp. = 6%	Fr. = 63% Soph. = 15% Jr. = 14% Sr. = 0% Other = 2% No Resp. = 6%	Fr. = 80% Soph. = 12% Jr. = 3% Sr. = 0% Other = 0% No Resp. = 5%

[1] See Table 2 for course-by-course breakdown in enrollment and percentage of each course represented in this sample.

[2] See also Table 2. Note six broadcasting courses have no responses. Therefore, many results concerning major students may be distorted by insufficient representation of responses from broadcasting students.

[3] See data for 1113 course in Table 2.

6. Junior College Transfers		
8%	11%	5%
7. Enrollment		
6 Hours or less = 3% 7 Hours or more = 97%	6 Hours or less = 3% 7 Hours or more = 97%	6 Hours or less = 2% 7 Hours or more = 98%
8. Reason for taking course		
Required = 71% Elective = 13% Special Intr. = 10% No response = 6%	Required = 84% Elective = 7% Special Intr. = 3% No response = 6%	Required = 67% Elective = 15% Special Intr. = 14% No response = 5%
9. How do you feel that this course has helped you toward your vocational goals? (Evaluative scale ranging from 1, "not at all helpful," to 5, "very helpful.")		
$\bar{X}$ = 3.580	$\bar{X}$ = 3.852	$\bar{X}$ = 3.270
Response Frequencies		
1 = 6% 2 = 12% 3 = 23% 4 = 33% 5 = 24%	1 = 5% 2 = 7% 3 = 20% 4 = 31% 5 = 36%	1 = 9% 2 = 15% 3 = 25% 4 = 35% 5 = 14%
10. How do you evaluate this course in dealing with everyday problems? (Evaluative scale, 1-5, as above.)		
$\bar{X}$ = 3.241	$\bar{X}$ = 3.212	$\bar{X}$ = 3.138
Response Frequencies		
1 = 9% 2 = 18% 3 = 27% 4 = 27% 5 = 16%	1 = 11% 2 = 18% 3 = 29% 4 = 24% 5 = 18%	1 = 10% 2 = 19% 3 = 27% 4 = 29% 5 = 13%
11. Do you plan further study beyond the Bachelor's degree?		
Yes = 52% No = 12% ? = 34% (2% = no response)	Yes = 71% No = 5% ? = 22%	Yes = 42% No = 16% ? = 40%

12. If so, what kind of further study?

Grad. degree = 73%	Grad. degree = 89%	Grad. degree = 59%
Prof. school = 22%	Prof. school = 10%	Prof. school = 33%
Company training = 4%	Company training = 1%	Company training = 6%
Military = 1%		Military = 2%

13. Do your vocational goals require professional or state certification?

Yes = 64%	Yes = 98%	Yes = 54%
No = 13%	No = 1%	No = 18%
? = 7%	No resp. = 1%	? = 22%
No resp. = 5%		

Speech Communication Majors Only

14. How would you evaluate advice received concerning your degree program? (Evaluative scale, 1-5, as in items 9 and 10.)

$\overline{X}$ = 3.384

Response Frequencies

0 = 4%[1]
1 = 11%
2 = 16%
3 = 21%
4 = 23%
5 = 25%

15. Do you feel that your degree program will qualify you to pursue your vocational goals?

Yes = 74%
No = 10%
? = 11%
No resp. = 5%

16. Do you plan to work towards a graduate degree in one of the areas of speech communication?

Yes = 66%
No = 12%
? = 17%

17. If so, in which of the following areas are you likely to work?

Broadcasting = 14%
Gnl.Spch. Comm. = 10%
Spch. & Hearing = 71%
Spch. Comm. Educ= 5%

[1]A 0 response is "illegal" in this question.

TABLE II

Summary of total number of students enrolled, as of December, 1972. (Column A), number of actual student responses (Column B), percentage of response (Column C).

	Course	A Total Enrollment	B Actual Responses	C %
1113	Fundamentals of Speech	721	515	71
1613	Broadcasting and Society	32	6	19
1654	Intro. to Broadcasting	42	0	0
1753	Phonetics	34	23	68
1813	Advanced Public Speaking	14	14	100
2113	Prin. and Methods of Discission	63	58	92
2213	Argumentation and Debate	19	11	59
2313	Speech Activities for Children	20	15	75
2513	Bases of Speech Behavior	44	32	73
2613	Intro. to Speech Correction	98	66	67
2683	Language Development	13	0	0
3123	Anatomy and Physiology of Speech and Hearing	20	15	73
3213	Clinical Practices in Speech and Hearing	15	11	73
3453	Continuity Writing for Radio and TV	19	16	84
3503	Basic TV Production	0	0	0
3512	Announcing	15	10	67
3592	Current Issues in Broadcasting	6	6	100
3733	Persuasion	15	13	87
3763	Rhetoric of Social Protest	17	14	82
3813	Articulation Disorders	13	11	85
3850	Colloquium in Speech (Broadcasting Workshop)	73	0	0
4213	Speech and Hearing Science	22	19	86
4302	Discussion and Conference Leadership	14	12	86
4313	Orientation to Speech Handicapped	6	6	100
4323	Intro. to Audiologic Assessment	19	14	74
4553	TV Workshop	8	0	0
4613	Radio Workshop	9	0	0
4833	Speech in the Elementary School	63	46	73
4853	Teaching of Speech	15	11	73
4960	Directed Readings	13	0	0
	TOTALS	1462	979	70%

TABLE III

Summary of declared and intended major departments of total speech communication undergraduates enrollment (Column A) and Speech Communication 1113 enrollment (Column B).

Major Department	A All Undergraduates		B 1113 Students	
	N	%	N	%
Accounting	82	8	72	14
Anthropology	4	*	2	*
Art	8	1	7	1
Asian Studies	0	0	0	0
Astronomy	0	0	0	0
Bookeeping	2	*	1	*
Botany	3	*	1	*
Business Education	6	*	6	1
Business Management	77	8	66	13
Business Statistics	6	*	2	*
Citizenship and Public Affairs	2	*	1	*
Dance	1	*	0	0
Dental Hygiene	11	1	9	2
Drama	19	2	6	1
Early Childhood Education	24	2	9	1
Economics	3	*	2	*
Economics (Bus.)	5	*	5	1
Elementary Educ.	83	8	28	5
Engineering	12	1	7	1
English	22	2	4	*
Ethical and Religious Studies	5	*	2	*
Finance	21	2	16	2
French	0	0	0	0
Geography	2	*	2	*
German	0	0	0	0
Greek	1	*	0	*
History	7	*	4	*
Home Economics	12	1	12	2
Journalism	21	2	11	2
Laboratory Technology	2	*	2	*
Language Arts Educ.	16	1	3	*
Latin	0	0	0	0
Latin Am Studies	1	*	1	*
Law Enforcement Administration	3	*	2	*
Librarian, Pub. Sch.	0	0	0	0
Marketing	20	2	18	3
Mathematics	8	1	5	1

*Indicates less than 1%

Medical Technology	2	*	2	*
Meteorology	3	*	2	*
Music	2	*	1	*
Nursing	4	*	4	*
Office Management	1	*	0	0
Petroleum Land Management	1	*	1	*
Pharmacy	0	0	0	0
Philosophy	0	0	0	0
Physical Education	11	1	10	2
Physical Therapy	3	*	3	*
Physics	1	*	1	*
Political Science	12	1	10	2
Pre-Architecture	1	*	1	*
Pre-Dentistry	2	*	1	*
Pre-Medicine	6	*	5	1
Pre-Ministry	7	*	5	1
Psychology	0	0	0	0
Russian	0	0	0	0
Science Education	2	*	2	*
Social Science Educ.	8	1	8	1
Social Work	35	3	6	1
Sociology	4	*	1	*
Spanish	4	*	1	*
Special Education	112	12	47	11
Speech Communication	163	16	28	5
Urban Studies	0	0	0	0
Zoology	2	*	2	*
Undecided	64	6	51	11
Unlisted Major	9	1	5	1

*Indicates less than 1%

Table IV

Summary of vocational goal categories selected by non-major speech communication undgergraduate enrollment and speech communication majors.

Vocational Goal	Non-Major Speech Communication Undergrad. Enrollment	Speech Communication Majors
Arts (music, dance, etc.)	1%	0
Broadcasting (announcing, management)	2%	9%
Business Professions (accounting, retail management, banking, marketing, etc.)	20%	0
Education Professions (teaching, administration, couseling)	25%	11%
Journalism	1%	0
Law	6%	3%
Medical Professions (M.D., nursing therapist, veterinarian, D.D.)	4%	0
Science Professions (engineering, meterology, mathematics)	1%	0
Special Education (handicapped and exceptional children & adults	11%	0
Speech Pathology and Audiology	1%	51%
Social Work	4%	0
Undecided	22%	21%
Unique Responses	2%	4%*
	756	231

*Some unique responses received for speech communication majors include public relation work, personnel work, communication consultant, sales representatives, news correspondent, ministry, FBI.

DESCRIPTIVE OBSERVATIONS

1. On any given day, 25-30 percent of our students are absent from class. (See Table I)

2. Forty-nine percent of our total enrollment in speech communication undergraduate courses is found in our 1113, Fundamentals of Speech Communication Course.

3. Speech communication courses, with the exception of 1113, are populated by more women than men. Women outnumber men speech communication majors by more than 3-1. (See item 2, Table I)

4. The average age of our entire undergraduate enrollment is slightly less than 21 years of age. (See item 3, Table I)

5. The bulk of our enrollees (in courses other than 1113) are at the junior level.

6. Not many majors enroll in speech communication courses until their junior year or after.

7. There is a slightly higher percentage of transfer students among speech communication majors than among our general undergraduate enrollment.

8. There is a slightly higher percentage of junior college transfer students among speech communication majors than among our general undergraduate enrollment. (This is probably because a profile of our total undergraduate enrollment is so heavily influenced by the younger 1113 students.)

9. At any given time, approximately 10% of our students are taking courses because they are interested in the subject. (Speech Comm. 1113 has a slightly higher percentage of interest motivated student.)

10. Speech communication majors tend to evaluate their courses as quite relevant to their vocational goals. (Note frequencies of evaluative responses on item 9, Table I.)

11. Although the total undergraduate enrollment, speech communication majors as a group, and 1113 students as a group tend to see the helpfulness of our courses towards personal problems at about the same level, the modal responses for 1113 students occurs at a higher rating than for the general enrollment and for majors. (See item 10, Table I.)

12. More of our major students appear to have made up their minds and are inclined to attempt graduate work than our general undergraduate enrollment.

13. Most of our major students appear satisfied with department advising although 27% can be interpreted to be unhappy. (Curiously, 4% of the students responded with a purposeful 0 rating, though this was technically an "illegal" response. On two other similar evluative scales, all of these respondents responded "legally" -- with an evaluative rating of from 1-5. Do 4% of our major students consider our advising as worse than "not very helpful" -- the lowest possible response on the scale?) (See item 14, Table I.)

14. The greatest number of non-major enrollees ($>5\%$ in each area) came from students indicating majors in accounting, business management, elementary education, and special education. Some other groups evident in our enrollment ($<3\%$ in each area) are drama, early childhood education, English, finance, journalism, and marketing.

15. 51% of our majors have vocational goals relating to speech pathology and/or audiology. Almost all of them plan to attempt a graduate degree.

16. 21% of our majors have made no vocational decisions.

17. Many of our non-major students are committed to vocational choices involving the business and education professions.

18. With the above areas excluded our students represent a extremely heterogeneous group, but with some notable lacks. (i.e., 0-psychology majors, 0-philosophy majors, 7-history majors, 4-sociology majors, 12-political science majors, All of these areas together comprise <2% of our students.)

INTERPRETATION AND COMMENTARY

The study was not designed in such a way that inter-group comparisions could be made or explicit relationships drawn among the variables described; its primary goal has been descriptive. Subjective interpretation, however, is always possible and the data lend themselved to any number of conclusions. Following are some speculative inferences which results from subjective assessments of the data.

Transfer Students and Junior College Impact

Items five and six on the questionnaire offer minimal evidence that the impact of recent junior college expansion programs may be becoming more evident. Twenty-nine percent of speech communication majors have entered this university after the freshman year; eleven percent of all majors came from junior colleges. Continued periodic monitoring of this figure may reveal that should the number of transfers increase, more articulation of our program with those of the junior colleges will be needed. Provisions for competency and placement testing as well as an open-access curriculum should be considered as a means of dealing with the relatively large 29 percent transfer figure.

Student Motivation for Enrollment

Further study should be aimed at identifying the specific motives for student selection of our courses. While 71 percent of total undergraduate students were required to take our courses, 13 percent selected courses as an elective offering and 10 percent chose courses because of an intrinsic interest in the subject. With the current trend in most universities to reduce specific course requirements and its consequent broadening of student course selections, the impact upon our course offerings could be significant. A doubling or tripling of interest-motivated student enrollment may be needed to offset any enrollment attrition due to the reduction or elimination of requirements or required electives. A critical analysis of

undergraduate services course offerings would be an obvious place to begin our assessment. We might attempt to discover what student interests and needs now exist which are relevant to our field of study and not yet reflected in the curriculum.

Vocational and Personal Relevancy of Courses

An interpretation of questionnaire items nine and ten is risky without an objective base for comparison. We cannot assess a student's tendency to respond with a positive directional bias on the scale. The vocational usefulness of our courses to the speech communication majors appears clear-cut, as the modal response is at the extreme positive end of the scale. In all three samples the most negative two positions received low frequency responses and no clear dissatisfaction with course usefulness or relevancy is apparent. Item 10 interpretations are still riskier. The ambiguity of the words "everyday problems" together with the extreme heterogenity of course types and objectives raise questions about the usefulness of this item. Generalized statements about the personal relevancy of an entire curriculum may be meaningless. One of two interpretations may be given to the data: (1) students tend to have little difficulty in applying most of our course material to dealing with their problems, or (2) the item displays considerable error variance with the positive directional bias mentioned above. The latter alternative may be more easily decided.

Student Advising

While the responses to item 14 indicate some students may perceive our advising and student counseling to be poor (31 percent responses are to the negative side of the scale midpoint), the modal response still occurs at the extreme positive pole. No mandate for change appears, though some improvements in advising may be possible. The movement of the University towards

a system of undergraduate self-advising has reduced the crush of advice-seeking students, but some system of advising which brings pre-professional students to periodic counseling sessions may be needed. More specific recommendations about this will be presented when student vocational goals are discussed.

Major Students' Areas of Study

Item 17 responses represent a clear response bias. Due to weather and other problems, five courses in the broadcast area (147 student enrollments) were omitted from the sampling. While all other student absences may be considered to be randomly or chance-distributed, these five courses represent a directional omission in the data. Some of the 147 missing student responses are no doubt ascribable to students registered and responding in other courses. Yet, while some of the 147 enrollees were non-majors, it seems relatively certain that the 14 percent figure for departmental students interested in broadcasting work should be higher. A guestimate of from 20 to 25 percent may be more accurate.

Some other figures within item 17 bear examination and should be compared to future data collections. The 71 percent of students interested in speech and hearing work may change as the Norman-based M.A. program is discontinued. Changes in the real number of student full-time equivalents could affect departmental staffing as a whole. Strong thought should be given to increasing the appeal of speech and hearing couses to other students in the university, as a service function.

From this writer's point of view, the 10 percent of students who express an interest in General Speech Communication study is a disappointing figure. If this area represents the substantive heart of the discipline, then a comparatively small number of students find interest there. Emphasis on training in one of the three professional or pre-professional departmental areas

suggests that few students see the potentiality of a speech communication degree as job preparation outside of the broadcasting industry, the speech and hearing clinic, or the classroom. More extensive counseling and better communication of job potential to prospective undergraduates appear essential here. Further comment on this point will be made when major students' vocational goals are discussed.

The number of Speech Communication Education students appears appropriate, considering the current job market in education. An increase of this figure to 10 percent of our major enrollment (given the same base total number of major students) would still fall within tollerable limits. Any more students than that would jeopardize our ability to place all qualified graduates.

With current student interests and job opportunities, it may be desirable to explore the possibility of increasing student enrollment in broadcast media-oriented courses. Both as a program for major students and as general education/service courses for the general university student, the area holds promise as the most likely place for immediate increases in enrollment. Such increase may be needed should speech and hearing enrollments decline.

Academic Origins of Non-major Students

Table 3 provides data which suggest that the two areas of the business and educational professions supply significant number of students for our undergraduate courses. Two hundred and two students in the business professions (55 percent of them in Speech Communication 1113) and 123 education students (32 percent in 1113) represent the two largest sources of non-major undergraduate students. Consideration should be given to the desirability of designing more specifically aimed service courses for these two groups of students in an effort to better meet their needs. While the education students are well distributed among our undergraduate offerings,

the business students are most evident in the 1113 course. Some thought should be given as to whether it is more desirable to attempt to satisfy the needs of the business students in a general integrated fundamentals course or in a more narrowly designed service course.

The non-presence of students from such majors as philosophy, psychology and public affairs may indicate that students in those programs do not view our course offerings as relevant to their field of interest. It may be useful to attempt to alter that perception.

Non-major Students' Vocational Goals

The summary of vocational goals presented in Table 4 clearly describes the appeal our courses have to the business and eduation student who together comprise 45 percent of our non-major undergraduate enrollment. Other than the 22 percent undecided, the only other career area with significant numbers of students is special education with 11 percent; presumably most of these students find our speech and hearing/pathology offerings relevant to their vocational goals. Two areas which one might expect to find more heavily represented than indicated on the current survey are journalism and law, with one and six percent respectively. The value of speech communication course offerings to students in each of these areas is evidently less apparent than we would like it to be. The six percent figure in law is particularly low and some attention should be given to the description or design of courses to better represent their value to prospective lawyers.

Major Students' Vocational Goals

The vocational objectives of speech communication majors are not particularly surprising. The 51 percent figure for the pathology/audiology students may decrease some as the Norman campus masters degree program is phased out. The 11 percent of our majors who forsee careers in education

may be an appropriate number, given the current job market in that area. Of the 21 percent who are as yet vocationally undecided, the normal expectation would be that as they move closer to completion of their degree requirements, such choices will be made. However, it is important to note that this is a comparatively large number of students among our majors and undecidedness may result from a lack of knowledge as to what one does with a speech communication degree as he launches a career. These students would comprise the relevant population to which a professional counseling program would be aimed.

Perhaps a point that deserves considerable attention is that speech communication majors, considering the nature of the field of study, limit themselves to only four vocational areas for future career aspirations (excluding the four percent of students who cite unique responses.) The fact that such areas as public relations work, personnel counseling, sales, the ministry, etc. are unique responses is surprising. Evidently, the majority of our major students are not aware of the potential applications of speech communication study to a large number of professional careers. Professional/vocational counseling may be a departmental function which merits more attention and effort; the more diverse the professional careers of graduates, the healthier, more stable our enrollment, regardless of periodic fluctuations in particular job markets.

CONCLUSION

The preceding observations are, of course, personally subjective inferences. The data were not collected to argue any postulated position, but rather to serve as an objective resource base for questions which might arise in the course of curricular restructuring.

One clear point emerges, however, and that is the value of periodically updating such information as gathered here. The effects of increased junior college expansion and the phasing out of the Norman-based speech and hearing masters degree should be monitored. If any curricula reforms are initiated, their effects can be observed by comparing before/after data. Collecting and analyzing such data is relatively inexpensive and is a task which becomes easier with each repetition.

QUESTIONNAIRE

Purpose: The Speech Communication Department is attempting to evaluate its program for undergraduates. Your objective responses to the following questions will aid in this project. Even though you may have completed this form for another class, please complete it again; your responses for all classes are important.

Instructions

1. Please state your vocational goal on the line marked "NAME' on the IBM answer sheet. If you have not yet selected a goal, write UNDECIDED in this blank. You need not complete any of the other identification blanks.

2. Answer each of the questions below by writing the appropriate number in the box to the right of the question. Write your answer on this sheet.

Example A:

		Line #
What is your age? (lines 15, 16)	[1][9]	15 16

Example B:

What is your current classification? (line 17) (1) freshman; (2) soph; (3) jr.; (4) sr; (5) other.	[2]	17

3. After you have answered all questions on the questionnaire, transfer your responses to the IBM sheet by blackening the appropriate space with a # 2 pencil.

Example A

questionnaire		answer sheet									
			0	1	2	3	4	5	6	7	8	9
Age	[1]	Line 15		■								
	[9]	16										■

Example B

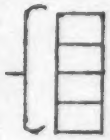
Classif.	[2]	Line 17	0	1	■	3	4	5	6	7	8	9

I. General Information

Student Identification Number (lines 1-9)

Line
1
2
3
4
5
6
7
8
9

Course Number (lines 10-13)



10
11
12
13

Sex (line 14)
(1) Male; (2) Female

14

Age (lines 15,16)

15
16

Classification (line 17)
(1) freshman; (2) soph; (3) junior; (4) senior; (5) other

17

What was your classification when you entered the University? (line 18)
(1) freshman; (2) soph; (3) junior; (4) senior; (5) other

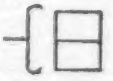
18

Are you a junior college transfer? (line 19)
(1) yes; (2) no

19

Major: Complete one of the following three choices, A,B or C. See yellow sheet for the code number corresponding to your major.

A. Declared Major: as officially indicated during fall registration. Leave blank if not officially declared (lines 20, 21)



20
21

B. Undeclared Major: what you will probably major in but have not officially declared. (lines 22,23) Leave blank if you have officially declared a major or have not decided.

22
23

C. Undecided Major: if you have not decided on a major write a 1 in the blank for line 24.

24

Total number of hours you are now taking. (line 25)
(1) 6 hours or less; (2) 7 hours or more.

25

Why are you taking this course? (line 26)
(1) required hours for degree; (2) elective hours for degree; (3) special interest in subject (not included in required or elective hours) ☐ 26

On the following scale, how do you feel that this course has helped you toward your vocational goals? (Choose the number on the scale which best reflects your response) (line 27)

not at all helpful :____:____:____:____: very helpful ☐ 27
1 2 3 4 5

Aside from your vocational goals, in dealing with everyday problems this course has been (line 28)

not at all helpful :____:____:____:____: very helpful ☐ 28

Do you plan on further study beyond the Bachelor's degree? (line 29)
(1) yes; (2) no; (3) don't know ☐ 29

If so, what kind of further study? (line 30)
(1) graduate degree; (2) professional school (i.e. medicine, law, dentistry, etc.); (3) company training program; (4) military ☐ 30

Do your vocational goals require professional or state certification? (line 31)
(1) yes; (2) no; (3) don't know ☐ 31

II. Speech Communication Majors Only (includes areas of Broadcasting, General Speech Communication, Speech and Hearing, Speech Communication Education.)

On the following scale, how would you evaluate advice received concerning your degree program? (line 32)

Not at all helpful :____:____:____:____: very helpful ☐ 32
1 2 3 4 5

Do you feel the degree program will qualify you to pursue your vocational goal? (line 33)
(1) yes; (2) no; (3) don't know ☐ 33

Do you plan to work towards a graduate degree in one of the areas of Speech Communication? (line 34)
(1) yes; (2) no; (3) don't know ☐ 34

If you plan to work towards a graduate degree, in which of the following areas are you likely to work? (line 35)
(1) Broadcasting; (2) General Speech Communication; (3) Speech and Hearing; (4) Speech Communication Education. ☐ 35

MAJOR CODE NUMBERS
(see p.2, lines 20-21, 22-23)

Find the code number below for your officially declared or your intended major. If your major is an "education" major (i.e. mathematics education, speech communication education) use the number for the major department (i.e. mathematics (44), speech communication (72)).

Should you not be able to find a listing of your major field below, write 99 in the appropriate boxes.

MAJOR	CODE NUMBER
Accounting	01
Anthropology	02
Art (incl. Design, history, etc.)	03
Asian Studies	04
Astronomy	05
Bookkeeping and Clerical Practice	06
Botany	07
Business Education	08
Business Management	09
Business Statistics	10
Chemistry	11
Citizenship and Public Affairs	12
Dance (incl. ballet, modern, etc.)	13
Dental Hygiene	14
Drama (incl. Acting, directing, design, etc.)	15
Early Childhood Education	16
Economics	17
Economics (Business)	18
Elementary Education	19
Engineering (incl. Aerospace, civil, chemical, etc.)	20
English	21
Ethical and Religious Studies	22
European Studies	23
Finance	24
Foreign Language Teaching	25
French	26
Geography	27
Geology	28
Geophysics	29
General Bus. Education	30
German	31
Greek	32
History	33
Home Economics (incl. Fashion Arts, Gen. Hom Ec., Interior Design, etc.)	34
Inhalation Therapy	35
Journalism (incl. Journ. Educ., Advertising, Management, etc.)	36
Laboratory Technology	37
Language Arts Educ.	38
Latin	39
Latin American Studies	40
Law Enforcement Admin.	41
Librarian-Public School	42
Marketing	43
Mathematics	44
Medical Technology	45
Meteorology	46
Microbiology	47
Music (incl. instrumental, vocal, etc.)	48
Nursing	49
Office Management	50
Petroleum Land Management	51
Pharmacy	52
Philosophy	53
Physical Education	54
Physical Therapy	55
Physics	56
Political Science	57
Pre-Architecture	58
Pre-dentistry	59
Pre-Medicine	60
Pre-Ministerial	61
Psychology	62
Radiologic Technology	63
Russian	64
Russian Studies	65
Science Education	66
Social Studies Education	67
Social Work	68
Sociology	69
Spanish	70
Special Education	71
Speech Communication (incl. Broadcasting, Speech and Hearing, etc.)	72
Urban Studies	73
Zoology	74

NAME _____ (LAST / FIRST / MIDDLE) DATE 131 SEX (M or F) ____ AGE ____ DATE OF BIRTH ____ CLASS OR GRADE ____

SCHOOL _____ CITY _____ NAME OF TEST _____ INSTRUCTOR _____

MAKE YOUR MARKS HEAVY AND BLACK--ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE

	0	1	2	3	4	5	6	7	8	9
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APPENDIX E

SPEECH COMMUNICATION RESEARCH LABORATORY

Speech Communication Research Laboratory

I. Purposes of Speech Communication Research Laboratory

A. To promote and aid faculty and graduate students in the Department of Speech Communication at The University of Oklahoma in the conduct of their own research. This is to be done generally in the following ways:
   1. Keep faculty generally informed of research projects under way in the department through regular reports at departmental meetings.
   2. Establish and maintain close working relationships with the University's Office of Research Services.
   3. Establish and maintain close working relationships with the University's Merrick Computing Center and its support facilities on the main campus.
   4. Provide for dissemination of research opportunities available locally, regionally, and nationally.
   5. Promote and provide aid for departmental members in the proposing and carrying out of research activities.
   6. Aid in the creation of a research environment conducive to and in concert with the general purposes of the Department of Speech Communication at The University of Oklahoma.
   7. Provide for instruction of faculty and graduate students in the use of resources and equipment assigned to the Speech Communication Research Laboratory.
   8. Provide an accounting for the department on the utilization of University research facilities, including computer time.
   9. Provide for and promote dissemination of research performed by faculty and graduate students of the Department of Speech Communication in such forms as available, both locally, regionally, and nationally.

B. To promote the sharing of research information with all members of the department, including storage and dissemination of unpublished research papers, and such other research reports as assigned by the department.

C. To secure and control usage of equipment deemed important to the conduct, processing, storage, and dissemination of research information within the limits of University and departmental policies. Such equipment generally should be non-duplicatory of facilities already available at the University, or considered essential to the conduct of research within the department.

II. Organization of Speech Communication Research Laboratory

A. There shall be a director of the Speech Communication Research Laboratory.
   1. The director shall be chosen, following normal departmental procedures, from among the senior faculty of the Department of Speech Communication. He must be a member of the Graduate College of The University of Oklahoma.
   2. The director shall be responsible to the chairman and Committee A for the ongoing activities of the Speech Communication Research Laboratory.
   3. The director should devote such proportion of University time to the Speech Communication Research Laboratory as is in keeping with the general needs and requirements of the Department of Speech Communication and The University of Oklahoma.

B. Based upon need and availability, one or more research assistants will be assigned to the director to assist in the carrying out of the purposes and functions of the Speech Communication Research Laboratory.

C. There shall be an editorial committee composed of the director of SCRL and two other graduate faculty who will act as a review committee of research reports to be identified as SCRL manuscripts. All publishing rights are reserved by the author, to be removed from the SCRL reports upon notification of the writer that the paper has been published.

D. To secure and promote the use of such measuring instruments available and useful to research in the general field of speech communication.

E. SCRL is an organizational unit within the department which functions primarily as a resource center and facilitator of research. Given this purpose, it does not serve as a sponsoring agent nor is SCRL responsible for any departmental member's research. SCRL exists to provide the necessary support to conduct research, but it is still the responsibility of the departmental members to generate research. (SCRL will provide aid for those faculty and graduate students who wish to prepare and submit grant proposals.)

Although SCRL is not necessarily designed to sponsor research, if any member of the department wishes to conduct his research under the auspices of SCRL, he must have the approval of the director of SCRL and the departmental chairman.

III. SCRL Equipment Inventory

1. One (1) Olivetti Programma 101 Desk Computer
2. Statistical programs presently available for Olivetti Desk Computer

x^2 nxm
Multiple Corr. (4 vars.)
Multiple Corr. (3 vars.)
Significance Tests for Corr.
Chance Score Corrections
Mean, s^2, s
Conversion of Rto Normal Equiv. Deviations or Probits
Partial Corr. #Coefficient (3 vars.)
Simple Corr. and Linear Regression
Z-Score
1-Way ANOVA (Equal or Unequal N)
F-test for 2 Factorial ANOVA (Unequal N)
Point Biserial Correlation

3. Statistical packages programmable for Olivetti 101 Desk Computer

a. Frequency Distributions

1.01 Histogramming
1.10 Arithmetic Mean or Mean Deviation for Grouped or Ungrouped Coded or Uncoded Data
1.11 Mean and Variance Based on Error-Free Estimates
1.20 Harmonic Mean or Root Mean Square For Grouped or Ungrouped Data
1.30 Median and Mode of Grouped Data
1.39 Geometric Mean of Grouped Data
1.40 Arithmetic and Geometric Mean
1.41 Generalized Mean
1.50 Mean, Unbiased Estimate of Standard Deviation of Population, and Standard Error of the Mean with an Error Correction Routine for Incorrectly Entered Data
1.52 Mean, Variance, Standard Deviation, and Coefficient of Skewness - Ungrouped Data, with an Error Correction Routine for Incorrectly Entered Data
1.60 First Six Moments about the Origin
1.61 First Eight Moments about the Origin
1.62 First Nine Moments about the Origin
1.63 First Four Moments about the Origin of a Grouped Sample with Sheppard's Corrections
1.64 First Four Central Moments about the Mean of A Grouped Sample
1.65 R^{th} Central Moment about the Mean
1.72 R^{th} Factorial Moment about the Origin

b. Paired Data Analysis

2.14 Data Reduction - Moments about Origin and Means (with Error Correction Routine for Incorrectly Entered Data)
2.15 Data Reduction - Correlation and Simple Linear Regression
2.16 Data Reduction - Difference Analysis
2.19 Continuous Simple Linear Regression with Error Correction Routine
2.30 Orthogonal Regression Line
2.50 Correlation Ratio
2.51 Plotting a Regression Line and Its Confidence Interval
2.61 Least Square's Fit to a Parabolic Function $y = ax^b$
2.62 Plotting a Parabolic Function

c. Multiple Regression and Correlation

3.10 Linear Regression with Two Independent Variables
3.11 Continuation of Linear Regression with Two Independent Variables Using Correlation Matrix
3.12 Continuation of Linear Regression with Two Independent Variables Using Covariance Matrix
3.40 Generation of Normal Equations for Multiple Regression Analysis of Three or More Independent Variables
3.41 Calculation of Squares and Cross-Products of Raw Data (5 variables at a time)
3.42 Calculation of Natural Logarithms of Raw Data (5 variables at a time)
3.50 Calculation of Regression Coefficients and Statistics From Solution of Normal Equations
3.51 Multiple Correlation Coefficient Among Three Variables
3.52 Multiple Correlation Coefficient Among Four Variables
3.61 Partial Correlation Coefficient Among Three Variables
3.70 Second Order Symmetric Linear System: Determinant, Inverse, and Solution for any Number of Column Vectors
3.71 Third Order Symmetric Linear System with Unit Main Diagonal: Determinant, Inverse, and Solution for Any Number of Column Vectors
3.80 Chi-Square and Variance of Y Around a Linear Estimate of Y for Linear Functions of Five or Less Independent Variables

d. Trend Analysis and Time Series

4.10 Moving Averages of Orders Two Through Seven (Even Orders are Centered)
4.18 Calculation of the Moving Average of the Ninth Order
4.22 Linear Trend - Centered Origin, Even or Odd Numbers of Periods
4.23 Continuous Linear Trend
4.30 Second Degree Trend
4.51 Fitting an Exponential Curve
4.52 Plotting an Exponential Curve - With Deviations
4.53 Fitting a Modified Exponential Curve
4.61 Fitting a Gompertz Curve
4.62 Plotting a Gompertz Curve - With Deviations
4.71 Fitting a Logistic Curve (Pearl - Reed Curve)
4.72 Plotting a Logistic Curve

e. Statistical Significance

5.01 Chi-Square for a 2 X 2 Contingency Table with Yates Correction and for a 1 X R Table When Expected Frequencies are Known
5.02 Chi-Square for a 2 X R Contingency Table
5.09 Chi-Square for an n x m Contingency Table
5.20 t-Test for the Significance of the Difference Between Two Sample Means
5.30 Significance of Difference Between Two Sample Proportions
5.41 Significance Tests of Correlation Coefficients
5.50 Likelihood Ratio for Sample Variances of the Same Sample Size
5.51 Bartlett's Test for Homogeniety of Variance

f. Analysis of Variance

6.10 Analysis of Variance - One-way Layout, Model I or II, Equal or Unequal Group Size, Error Correction Routine for Incorrectly Entered Data and Table Constant
6.20 Analysis of Variance - Two-way Layout, any Number of Treatments, Five Replications, Randomized Block Design
6.30 Analysis of Variance - 2 X 2 Factoring Design with n Observations Per Cell
6.50 Comparisons Among Class Means and Partitioning of Sum and Squares

g. Probability and Sampling Distributions

7.10 Binomial Distribution
7.11 Binomial Distribution for Larger N
7.20 Poisson Distribution
7.21 Cumulative Poisson Distribution
7.22 Poisson Distribution as a Schedule
7.23 Poisson and Cumulative Poisson Distribution as a Schedule
7.30 Gaussian (Normal) Distribution
7.31 Error Function
7.33 Probability Function Q (x)
7.35 Log-Normal Distribution
7.37 Conversion of Response to Normal Equivalent Deviations or Probits
7.40 Gamma Function (x + 1)
7.41 Gamma Function (x + 1) Low Precision
7.50 Percentage Points of the t - Distribution Z (t v)
7.51 Approximation of A (t v) for Large t and v 5
7.52 Approximation of A (t v) For Large v
7.80 Confidence Limits of a Sample Proportion
7.81 Mean Square Successive Difference Test
7.82 Operating Characteristic Curve: Sequential Sampling Plan
7.90 Bivariate Normal Distribution
7.91 Bivariate Normal Conditional Frequence Function
7.92 Hotelling's T^2 Control Chart
7.93 Intersection of a Normal Frequency Surface with a Plane Parallel to the (x,y) Plane; Equi-Probability Ellipse
7.94 Construction of a Probability Ellipse

a-1 Useful Short Routines

a. Simple Adding Machines
b. Successive Ratios
c. Cu-Sums
d. Chi-Square
e. First Difference of Reciprocals
f. Factorials
g. Factorial Function
h. Mathematical Constant Generator
i. Pseudorandom Number Generator
j. One-way Layout Column Accumulation Routine with Error Correction Routine for Incorrectly Entered Data

k. One-way Layout Group Accumulation Routine
l. Nearest Multiple of h

a-2 Summing in Unrationalized Units
a-3 Adding Machine: Accumulation of Ten Separate Sums
a-4 Row and Column Totals of NXM Matrix (M 9)
a-5 Five Ratios of Ten Sums
a-5.1 Ratio of Successive First Difference of Log Y
a-6 Sum of Series in Geometric Progression
a-7 Reduction to Lowest Terms
a-8 Combination of n Things Taken r at a Time
a-9 Generation of Binomial Coefficients
a-10 Normalized Factorial n!
a-11 Distinguishable Permutations of n Things Not All of Which are Different
a-12 Linear Transformation of Scales
a-13 Linear Interpolation
a-14 Quadratic Inverse Interpolation
a-21 Evaluation of a Polynomial of any Order and Its First Two Derivatives
a-22 Stirling's Formula for Log (n!)
a-23 Natural or Common Logarithm or a Floating Point Number
a-24 Floating Point Exponential e^x or 10^x

4. One (1) Ditto Machine

5. One (1) Psychogalvonometer

6. Six (6) TR-10 Electronic Hand Calculators

7. One (1) Logos 270 Desk Calculator

8. TV Equipment in Department of Speech Communication

1-CCTV Camera and Tripod
1-Sony Tc2 TV Receiver with Video
1-Jief and Off-Air Video Output
1-Equipment Rack
1-Ampex 660B Helical Video Tape Recorder
2-Pix Monitors
1-Channel 2 CCTV Transmitter
1-16 mm SOF Projector
1-35mm slide Projector
1-Multiplexer (Film)

9. TV Equipment In Department or TV Studio/Control Room

4 TK31 Field Camera Chains
1 TS30D Switcher
2 Sazne Gen TG 2-TG71
1 Film Chain, TK 21
1 Ampex VR - 1000, if wanted
1 Sony Color Videocassette Recorder VO-1600
Assorted Microphones and Audio Equipment